

5-4-2009

## Minutes May 4, 2009

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**MINUTES OF THE UNIVERSITY SENATE**  
**May 4, 2009**

1. The regular meeting of the University Senate for May 4, 2009 was called to order by Moderator Spiggle at 4:04 PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes from the regular meeting of April 6, 2009 for review.

The minutes were approved.

3. Moderator Spiggle stated the Annual Report of the University Budget Committee had been posted to the Senate web site and asked approval to include the report in the minutes of this meeting. Hearing no objections, the report will be entered into the minutes of this meeting.

(Attachment #48)

4. Report of the President

President Hogan outlined the steps the University is taking in response to the H1N1 influenza (*swine flu*) pandemic. He assured the Senate that there is a comprehensive plan in place that facilitates our gathering and understanding of new information as it becomes available. The good news is that the containment efforts put in place across the United States appears to be working. There are many “what-if’s” circulating but they cannot be addressed until a pandemic actually develops. In the end, many of our actions will be dictated by national and state public health officials. We are prepared to work closely with community, local, state and national officials.

President Hogan reported that the financial crisis at the Health Center continues and that work is ongoing in an attempt to reach an agreement with Hartford Hospital to increase the size of the John Dempsey Hospital. He outlined the potential benefits of this plan. The University has reached the Master Integration Agreement with Hartford Hospital and virtually all of the sub-agreements. The results of these negotiations are being presented to the legislative leadership as they evolve. Efforts at the creation of enabling legislation continue.

On University budget issues, the President reported that the budget currently remains in flux and will remain so as we monitor the SEBAC negotiations and the responses of the General Assembly. The ongoing discussions seem to be having a positive effect however. Early budgets emerging from the Legislature are more favorable than was the case with the Governor’s budget. The “Economic Stimulus Act” and its ramifications are part of this. President Hogan stated that he does not expect a final budget until late summer or even September.

The Office of Policy Management asked the University to submit plans for additional 5%, 7% and 10% rescissions. The University is currently looking at a 5% rescission for next fiscal year and this should be manageable if the agreements proposed by the unions represented by SEBAC come to pass. If there is a further rescission, then other revenue will be needed if services cannot be cut back. The CORE Task Force continues to work at seeking efficiencies and new revenue streams. The

President thanked those members of the faculty and staff who have volunteered to serve on additional committees to help with this effort and with new initiatives. Many committees are providing advice. There will surely be more consultation necessary as we go forward.

President Hogan noted a number of faculty members have won numerous awards and honors over the year. Additionally, *U.S. News and World Report* has recently released its new graduate program rankings and reported that 13 of the University's 25 ranked programs have increased its standing over the past year. Eight degree programs and two specialty programs are now ranked within the top 25 in the nation and many others are "knocking on the door." Applications for admission are up 5% this year. There has been an increase of SAT/ACT scores for entering students that are approaching those of Illinois, Wisconsin, and other great state universities.

Senator Fox inquired about processes for replacing retiring faculty. The Provost acknowledged uncertainty regarding this matter. The total of people who are eligible for the early retirement program is very large and as soon as his office is notified of a retirement, the Provost immediately contacts the Dean to allow the hiring that will be necessary to cover classes for the fall semester.

5. Senator Freake presented the Report of the Senate Executive Committee.

(Attachment #49)

6. Senator Hiskes was recognized and offered the following words of thanks and praise for the contributions of Senator Hedley Freake in his role as Chairman of the Senate Executive Committee.

"I would like to say a few words in thanks to Hedley Freake who has served as Chair of the Senate Executive Committee this past year.

As we come to the end of the academic year, I believe that most of us will agree that it has been a most interesting year, perhaps "interesting" in the sense of a Chinese curse.

These are times of financial stress. It has been a year of substantive changes in policies and programs, with additional changes currently under discussion. In a year such as this it is particularly important that the University Senate have a skilled and wise leader who reminds us that we are all members of a community working to achieve shared goals; who facilitates the open and transparent avenues of communication necessary for communities to work effectively; and who leads potentially fractious groups in balanced, respectful, and productive discussions on what may be contentious issues. Hedley, as Chair of the Senate Executive Committee, has fulfilled all of these roles this past year with distinction. We have been fortunate. He was the right person at the right time.

Please join me in thanking Hedley for his Senate leadership this past year."

**The Senate agreed and expressed its appreciation with applause.**

7. Senator Makowsky presented the Annual Report of the Provost on the Regional Campuses.

(Attachment #50)

8. Senator Feldman presented the Semi-Annual Report of the Building & Grounds and Capital Projects Planning Committee.

(Attachment #51)

Senator Feldman summarized the status of some ongoing projects. The Arjona and Monteith replacement projects are undergoing their final planning. The West Building will begin construction in fall 2009 and the East Building in the spring 2011. Each building will require approximately 22 months of construction. Work continues on the stem-cell building in Farmington. The Gentry building renovation work should begin within the next several weeks. In an effort to reduce the state's debt load the University has been asked not to issue new debt during fiscal year 2010. This means the University will have to again delay some deferred maintenance projects and slow the planning progress for some other projects. Work continues in retaining architects and engineers for the Young Building, Gant Building, the Greenhouses and other projects. Planning and landscape design also continue. There is an ongoing effort to improve the University's infrastructure and to take care of current buildings. Senator Feldman presented slides of drawings of the Arjona/Monteith replacement buildings and landscape designs for the patio area near the Student Union.

9. Dana Wilder presented the Annual Report of the President's Athletic Advisory Committee.

(Attachment #52)

10. Senator Fox presented the Annual Report of the Parking Advisory Committee.

(Attachment #53)

11. Senator Darre presented the Annual Report of the Commencement Committee.

(Attachment #54)

12. Richard Langlois presented the Annual Report of the Provost's Library Advisory Committee.

(Attachment #55)

13. Senator Hussein presented the Report of the Faculty Standards Committee.

(Attachment #56)

Senator Hussein presented Recommended Resolutions Concerning Potential Bias in Student Evaluations of Teaching from the Faculty Standards Committee.

Senator Tuchman offered a set of amendments in the form of a substitute motion.

(Attachment #57)

Senator Freake asked if the Faculty Standards Committee had already accomplished the tasks suggested in the Tuchman Amendment. Senator Hussein replied that the committee had done so. He spoke in favor of going forward with the motion as originally proposed which requires that multiple methods of teaching effectiveness be utilized.

**Senator Zirakzadeh spoke in favor of the Tuchman amendment with slight reservation and offered the following amendment to the substitute motion (new language in bold):**

The Senate recommends that the Administration takes the following actions:

2. **Work with the Senate to address** ~~Accept responsibility for addressing~~ any potential student bias in evaluations, especially because tenure, promotion and reappointment applications currently require them.

**The Zirakzadeh amendment to the Tuchman substitute motion carried.**  
Debate returned to the substitute motion.

Senators Mannheim, Bennett and Ogbar spoke in favor of the amended Tuchman motion. Senator Hussein spoke in favor of most of the amendment with the reservation that the Senate should not delay the application of multiple evaluation methods until the studies and considerations are completed.

**Senator Hiskes proposed an amendment to synthesize the two Faculty Standards Committee statements to resolve with the Tuchman motion's item #3 to read as follows:**

It therefore resolves to

1. Establish a subcommittee of the Faculty Standards Committee devoted to teaching.
2. Ask the new subcommittee to conduct a review to ensure that the Senate's intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered.
3. Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.

**Senator Freake offered an amendment to item #1 of the Hiskes motion** (new language in **bold**):

It therefore resolves to

1. Establish a subcommittee of the Faculty Standards Committee devoted to **the evaluation of teaching**.

**The Freake amendment to the Hiskes motion carried.**  
**The Hiskes motion as amended carried.**

**Senator Cairra moved to divide the Tuchman motion into two parts.**

**The motion to divide carried.**

**The first part of the Tuchman motion as shown above in the Hiskes motion amended by Freake was presented to the Senate.**

**The motion as amended by Hiskes and Freake carried.**

**The second portion of the Tuchman motion as shown in attachment #57 was presented to the Senate.**

**The second portion of the Tuchman motion failed.**

**Senator Caira moved to divide the new motion (the Hiskes/Freake amended Tuchman motion for the first part and the original second half of the Faculty Standards Committee motion as the second part).**

**The motion to divide carried.**

**The first portion (Hiskes/Freake amended Tuchman motion) was presented to the Senate.**

**The motion carried.**

**The second portion (original second half of the Faculty Standards Committee motion) was presented to the Senate.**

**The motion failed.**

In summary, the University Senate has carried the following recommended resolutions:

1. Establish a subcommittee of the Faculty Standards Committee devoted to the evaluation of teaching.
  2. Ask the new subcommittee to conduct a review to ensure that the Senate's intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered.
  3. Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.
14. Senator von Munkwitz-Smith presented the Report of the Scholastic Standards Committee.  
(Attachment #58)

**Motion: To amend the By-Laws, Rules and Regulations of the University Senate Section II.C.3 as follows:** (Deleted items in ~~striketrough~~; new language underlined).

### 3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May, ~~and December, and~~ on August 24 following the summer sessions, and on the Sunday following the end of final examinations in December. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has ~~two~~ one Commencement Days each year, in May, following the spring semester; ~~and in December, following the fall semester.~~ Students who are candidates for May or the following August may participate in the May Commencement. ~~Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement.~~ Students who received degrees at the end of the previous summer or fall semester and students who anticipate completing degree requirements by the May Commencement or the following August may participate.

**The motion carried.**

15. Senator Darre presented the Report of the Curricula and Courses Committee.

(Attachment #59)

**I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:**

- A. MEM 2221 Principles of Engineering Management  
3 credits; asynchronous (online) course; open to sophomores, juniors, and seniors.  
The fundamentals of engineering management tasks of planning and control; the human element in production, research, and service organizations; the stochastic nature of management systems.

**II. The Curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism-NON International**

- A . SOCI 2XXX. Sociology of Intolerance and Injustice  
Either semester. Three credits. Prerequisite: ENGL 1010, 1011 or 3800; open to sophomores and higher.  
Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.

**III. The Curricula and Courses Committee recommends approval of the following W courses as General Education Writing Competency courses:**

- A. SOCI 2XXXW. Sociology of Intolerance and Injustice  
Either semester. Three credits. Prerequisite: ENGL 1010, 1011 or 3800; open to sophomores and higher.  
Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.
- B. ECE 4099W. Independent Study in Electrical and Computer Engineering  
Semester by arrangement. Credits by arrangement, not to exceed four in any semester.  
Prerequisite: Consent of instructor; ENGL 1010, 1011, or 3800.
- C. WS 3XXX/W Gender Representation in US Popular Culture.  
Either Semester. Three Credits. Prerequisite: ENGL 1010, 1011 or 3800.

Forces in the US that shape and reshape gender in popular culture.

**Items #1-3 carried together as one motion.**

**IV. For the information of the Senate, GEOC has approved the following course for Intensive Session teaching:**

- A. CA3 Non-Lab  
NRE 1000 Environmental Science

16. The 2009/2010 Standing Committee membership of the University Senate as drafted by the Nominating Committee was presented by Senator von Munkwitz-Smith.

(Attachment #60)

The Nominating Committee moved the approval of the 2009/2010 standing committee membership as shown on Attachment #60.

**The motion carried.**

17. The Report of the Nominating Committee was presented by Senator von Munkwitz-Smith.

(Attachment #61)

**I. The Nominating Committee moves to appoint the following members to the General Education Oversight Committee effective immediately with a term ending June 30, 2011.**

Rosa Helena Chinchilla  
Anke Finger  
Jane Goldman  
Doug Kaufman  
Xae Alicia Reyes  
Murphy Sewall  
Sarah Winter

**II. The Nominating Committee moves to appoint Niloy Dutta to the General Education Oversight Committee effective immediately with a term ending June 30, 2010.**

**The two motions carried.**

18. Athletic Director Jeff Hathaway presented the Annual Report of the Athletic Director.

Mr. Hathaway stated that the Athletics Department is fully engaged and cooperating with the NCAA and its investigation into alleged recruiting violations. Meetings concerning this issue are ongoing. He also shared insight concerning the academic success of athletic team members and the NCAA Academic Progress Rate measure. 1000 is a perfect score, 925 is the required number. Using the 07/08 measure, all UConn teams passed the 925 measure and many programs had perfect scores. Three of our teams received “public recognition” for their academic success. Mr. Hathaway outlined the financial challenges presently facing athletics and underscored the many accomplishments of the athletic program both on and off the playing fields.



19. New Business – none.

20. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting was adjourned at 6:14 PM.

Respectfully submitted,  
Robert Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the May 4, 2009 meeting:

Albini, Lia	Gray, Richard	Rios, Diana
Becker, Loftus	Hart, Ian	Rummel, Jeffrey
Breen, Margaret	Holzworth, R.J.	Saddlemire, John
Burrill, Matthew	Hussain, Shaznene	Schaefer, Carl
Callahan, Thomas	Jordan, Eric	Schmitt, Corey
Clausen, Thomas	Kazerounian, Kazem	Singha, Suman
Croteau, Maureen	Kelly, Kristin	Smith, Winthrop
D'Alleva, Anne	Kerntke, Michael	Strausbaugh, Linda
Engel, Gerald	Letendre, Joan	Trumbo, Stephen
Evanovich, M. Dolan	McHardy, Robert Ryan	VanHeest, Jaci
Faustman, L. Cameron	Morin, Timothy	Wagner, David
Frank, Harry	Papadimitrakopoulos, Fotios	Woods, David
Franklin, Brinley	Recchio, Thomas	Zaritheny, Meredith

## ANNUAL REPORT OF THE SENATE BUDGET COMMITTEE 2008-2009

The Senate Budget Committee has had an active year in its oversight role of monitoring the University's budget situation, during a time of financial stress. In this connection, we have consulted regularly with the University's Budget Director, Lysa Teal, an ex-officio member of the Committee and have held meetings with several top University administrators and two members of the Legislature. As the minutes show, we held meetings during the academic year on 9/16, 10/28, and 12/2 in 2008 and 2/20, 3/18, and 4/22 in 2009.

The report of the Graduate Tuition Task Force, requested by the Senate in April of 2008 and presented to the Senate in February of 2009, was analyzed by the Budget Committee in a Response prepared for the March 2, 2009 Senate meeting. The response from the Budget Committee basically agreed with the conclusion of the faculty and student members of the Tuition Task Force. The response comments were not presented orally to the Senate due to the cancellation of that meeting on account of snow. A motion on this topic was presented to the Senate following the announcement by the Provost on 3/20 of the policy change to charge a portion of the graduate tuition on external grants submitted after July 1, 2009. The Provost indicated that the new policy would apply only to new grants, not existing ones. The motion, passed by the Senate at its meeting on April 6, 2009, is to the effect that the Senate, through the Budget Committee, will monitor the financial impact of this change over the next three years. It recommended that the Graduate Faculty Council perform a similar function with regard to the academic impact of this change on graduate education and research.

At its September 16<sup>th</sup> meeting, the Committee reviewed some details of the impact of the Governor's 3% rescission on state support of the University with Budget Director Teal, noting that legally an additional 2% rescission was possible without legislative authorization (this later came to pass). Many units at the University gave up vacant positions as a result. Individual schools and colleges had to accommodate to this via 3.5% budget cuts, which gave the administration some cushion in case the additional 2% rescission materialized. The original 3% state FY09 cut to the operating budget implies an additional proportional cut in the allocation for fringe benefits. --Very roughly, 1/3 of the University's operating budget comes from the state allocation, 1/3 from tuition and 1/3 from external support and auxiliary enterprises. Concern was expressed by the graduate student representative about the impact of the rescission on money for graduate assistantships, especially since there are contractual obligations in place with faculty and staff unions to pay their salaries. A committee member representing the CLAS Dean's office expressed concern that cuts in teaching assistants would severely impact laboratory and other courses and could curtail the number of undergraduate majors supported in certain departments. Another member pointed out the huge multiplier effect of each TA on large lecture courses – each TA teaching recitations or laboratories permits as many as 75 more students to be accommodated.

On October 28, the Committee held a planning meeting for the rest of the year, and thanked Budget Director Teal for presenting a tutorial Budget Primer earlier in the day on the University Budget to members of the Committee and other interested people (e.g. members of the Senate Executive Committee). It was decided to invite Interim Vice President for Research and Graduate Education (VPRGE) Suman Singha to a future meeting to discuss the effects of

the rescission and possible new tuition-on-grants policy on the graduate program. Other issues impacting budget such as energy efficiency and fuel purchase policy, regional campus policies, and endowment were listed for future discussion.

At its December 2 meeting, Prof. Suman Singha (VPRGE) was guest of the Committee to discuss the impact of the Governor's rescission on graduate education and the Graduate School. The School, which took a 3.5% rescission so far, was down two staff positions and 1 position in one of the centers reporting to the VPRGE. [These centers include the Center for Environmental Science and Engineering, the Center for Public Health, the Roper Center, the Sea Grant, and the Biotech/Bioservices Center.] The budgets of each center have been cut 3.5%, at a time when accreditation efforts were ongoing. Prof. Singha reported that he had found that animal research facilities are now superb and that management has been much strengthened. The Graduate School is in a hiring freeze, including OSP grant management vacancies. No graduate student support cuts through the Graduate School are planned at the moment, and the Research Foundation Faculty Large Grant support is being maintained. F&A fund account carry-overs will be managed differently in the future to reduce/eliminate the carry-over. Some of this money is for student travel, which will now be allocated as needed on demand. Graduate enrollments increased slightly from 5514 in Fall 2007 to 5650 in Fall 2008. --The tuition-on-grants issue was discussed with Prof. Singha, who co-chairs the Graduate Tuition Task Force, which is comparing our situation with peer institutions. The fact that most Federal grants have effective caps, limits the revenue that can be expected from putting tuition charges on grants, especially since there is no F&A (indirect cost) charge allowed on tuition. The question also arose as to whether any graduate tuition revenue would stay with the graduate school and/or graduate education and research, and exactly how this revenue would be spent. Since the new policy would not apply to existing or already budgeted grants, significant revenue from this source cannot be expected until ~FY11. -- Prof. Smith mentioned that he was now a member of the CORE Task Force reviewing ways to save money and enhance revenue for the University at the Vice Presidential level. -- Prof. Kendall brought up the graduate school application process, indicating that it was very cumbersome. Letters of recommendation are still hard copy and the cost appears to be high. Prof. Singha responded that streamlining on-line applications was important to encourage graduate students to apply here. Graduate recruiting was also discussed, as was the university's hiring freeze: most decisions are being made by individual schools and colleges with the help of HR.

On February 20, 2009, the Committee met with two legislators: Assembly Majority Leader Rep. Denise Merrill (of Mansfield) and Rep. Bryan Hurlburt (53<sup>rd</sup> District Rep.). Details of the discussion can be found in the minutes. Rep. Merrill said the total state budget is approximately \$17.5 billion by FY09-10. The Governor (and others!) are watching the Federal stimulus package effects in Connecticut very closely. Rep. Merrill indicated that Connecticut was among the top 5 states (relatively) in financial trouble this year, along with states such as California. She noted that some states are already out of cash reserves to meet payrolls. Rep. Merrill favors using the rainy-day fund this year to help overcome a 45% projected decline in income-tax revenue over last year. The SEBAC coalition of state employee unions are in negotiation about possible concessions (which as of May 2009 are now up for vote by members). Rep. Merrill supports an increase in the gas tax (which would bring in some revenue from out-of-state visitors), and perhaps reinstating tolls. She does not support a tuition

freeze and believed there was legislative support for a reasonable increase in tuition. A number of other issues, such as health care changes for state employees were discussed. Both representatives solicited suggestions and comments from the committee members

On March 18, 2009, the Committee met with Financial Vice President and CFO, Richard Gray. He predicted (correctly) that there would be an additional 2% rescission from the Governor's office in FY09. In FY10 and FY11, he anticipated flat state funding, with a likely \$10-15 million deficit below current services. Each FY, the Governor has the discretion to implement a 5% rescission without legislative authorization.. Administration modeling anticipates some rescission. In FY11, there could be a \$25-40 million deficit, after accounting for a possible 6% increase in tuition each year. This calculation does not include possible wage concessions from the unions. For every 1% of wage concessions from all employees there is a \$6 million impact on the budget. AAUP and UCPEA discussions and negotiations have been very helpful. CFO Gray will use conservative numbers in his modeling but has heard legislative talk that higher education has been hit too hard. Gulley Hall is sensitive to educational quality and Academic Plan priorities. The aim is to leave unit managers as much flexibility as possible. The CFO's office maintains frequent contact with the Governor's office and with other state university officials (e.g. CSU). One important question is how much of the savings from an expected state retirement incentive (ERI) this year will be kept by the University and how much will be retained by the state. After the meeting with the CFO, it was learned that the Board of Trustees adopted a 6% tuition increase.

At its final meeting of the year, April 22, the Budget Committee met with Provost Peter Nicholls. He reported on the SEBAC negotiations which proposed no pay raises for next year plus furlough days along with certain changes to health insurance. Union contracts would be extended for an additional year to partially offset the pay freeze. If concessions are adopted by the unions (across the board – not certain) the University's budget will be approximately in balance for FY10, with a probable \$15 Million hole for FY11. There is a "pretty-hard" hiring freeze at the university for FY10– no tenure-track faculty hiring except eminent faculty program, health and safety, adjuncts for teaching needs. The University plans to admit 3300 freshmen in Fall 09 vs. 3600 last Fall, but will have fewer faculty after retirements and unfilled vacancies. The SEBAC agreement means the University is obligated to pay raises in FY11, funding for which is not yet in the state budget. The SEBAC agreement applies only to union members. An estimated 900 faculty/staff are eligible for ERI – though we might anticipate an actual loss of perhaps ~100 positions. The Academic Plan calls for a reduction in the student/faculty ratio, which now seems unlikely in the short term. Honors admissions will likely increase. Larger classes and more teaching by adjuncts appear probable. The policy on sabbaticals may change to no more than 5%/year, not the 14% that could normally be expected. Provost Nicholls indicated that a sabbatical is a privilege not a right. He's asking for voluntary cooperation from the deans and faculty. He doesn't want to set a rigid number, but expects good justification. -- A committee member raised the general question of faculty morale – some faculty have said it is hard to do research here with limited support services and intense competition for grants. The Provost pointed out that UConn is quite competitive in terms of teaching loads for research-active faculty compared with peers. He mentioned that centers like IMS were doing a good job of research support and that there had been a good response to needs for grant matching funds and start-up packages to recruit new faculty, which represent a

significant expense in hiring. Another committee member supported this concern indicating that, according to the Coach survey, junior faculty do not feel that this is the best place to do good research. Certain programs, such as CHIP in psychology are role models here that seem to have an excellent culture and good support for making grant proposals more competitive. The suggestion was made to implement more return of indirect costs through centers and to PIs. Other members of the committee also mentioned the need for flexibility for individual unit and program managers to encourage more external funding of research. The special needs of postdocs were also discussed – some are covered by the SEBAC agreement and some are not. The committee thanked Provost Nicholls for consulting with us and for his candid remarks on the budget and related issues.

Respectfully submitted,

Senate Budget Committee

Winthrop Smith, Chair

Members:

Jared Ashmore

Rajeev Bansal

Jeffrey Bernath

James Boster

David Clokey

Donald Richards

Ian Hart

Kent Holsinger (Chair 2009-2010)

James Holzworth

Debra Kendall

Margaret Lamb

Sue Lipsky

Philip Mannheim

James Marsden

Andrew Moiseff

Tessie Naranjo

Jeffrey Rummel

Daniel Stolzenberg

Lysa Teal (Budget Director, ex-officio)

## **Report of the Senate Executive Committee May 4, 2009**

The Senate Executive Committee has met twice since the April 6<sup>th</sup> meeting of the University Senate.

On April 24<sup>th</sup> the Senate Executive Committee (SEC) met with the Chairs of the Standing Committees, including the group of incoming chairs. In addition to planning this meeting, we discussed a range of items, including the process to be followed for reviewing the W requirement and the progress of the Calendar Review Task Force.

On May 1<sup>st</sup> the Senate Executive Committee met in closed session with President Hogan. Afterwards we met with President Hogan, Provost Nicholls, and Vice Presidents Feldman, Gray and Singha. Among the issues discussed were the process for providing feedback on the proposed changes to the University Bylaws, the latest on the budgetary situation and Spring Weekend.

The SEC recognizes and appreciates the formation of recent task forces to examine important program and policy changes. As the administration identifies ways to absorb budget reductions and implements the academic plan, the SEC strongly urges the administration to work with the Senate to identify faculty, staff, students and other stakeholder constituencies directly affected by proposed changes and consult with them early in the decision-making process.

It is my pleasure to announce the results of the recent Senate Executive Committee election.

The new members of the Senate Executive Committee are:

Jack Clausen

Karla Fox

Skip Lowe

In addition, I would like to congratulate Anne Hiskes who has recently accepted an American Council on Education Fellowship for the 2009-2010 academic year. She has stepped down from the SEC and Judith Thorpe will serve as her alternate for the year.

Please note: the election for the 2009-2010 Chair of the Senate Executive Committee is currently underway. If you have not already done so, please vote.

This is the last Senate meeting of the year. As is the Senate's custom, the SEC wishes to thank members of the Senate for their service and highlight some of the contributions that have helped shape the Senate's work this year. This will make my report somewhat more lengthy than usual but the time is small relative to the countless hours of work that the Senate as a whole has invested in helping to improve our University.

The Senate Executive Committee wishes to extend its deep appreciation to President Hogan, Provost Nicholls, and Chief Operating Officer Feldman for their regular attendance at meetings of the full Senate and the monthly meetings of the SEC and President's cabinet. This signals your interest in co-governance and the value you place on good communication among administrators, faculty, staff, and students. We thank Vice President Saddlemire for joining us at these meetings and for welcoming us to the meetings of his student leadership cabinet. We also appreciate the attendance of the more than a dozen *ex-officio* members of the Senate who attend full Senate meetings and some of our standing committees as well.

The SEC thanks the more than one hundred Senators and non-Senators who served this year on the Senate's standing committees. The core of the Senate's work gets done, in large part, in the standing committees. Collectively, these individuals bring a broad view, key expertise, and experience to bear on the issues, policies, and grievances that come before them. Our monthly Senate meetings are the culmination of these comprehensive efforts yet one cannot possibly appreciate what the Senate is about without knowledge of the work of our standing committees.

The Chairs of the Senate's committees are applauded for their tireless service working on behalf of all of us.

This year the committee chairs were:

Winthrop Smith/Budget

Michael Darre/C&C

Brenda Murphy/Enrollment

Mohamed Hussein/FSC

Katharina von Hammerstein/GEOC

Cameron Faustman & Faquir Jain/G&D

Jeff von Munkwitz-Smith/Nominating

Diane Lillo-Martin & Jack Clausen/Scholastic Standards

Kathryn Ratcliff /Student Welfare

The individuals who will chair each of the committees next year will be presented later during this meeting by the Nominating Committee. The SEC wishes to thank them in advance for agreeing to participate in this important work.

The SEC thanks the individuals who serve on specialized and standing committees on the Senate's behalf including GEOC, the Faculty Review Board, the Committee of Three, and the Senate's representatives to the Board of Trustees, to the Board of Governors for Higher Education, to the Alumni Association, to the Coalition on Intercollegiate Athletics, to the Capital Projects Advisory Committee, to the Parking Advisory Committee, to the Building and Grounds Committee, to the UConn Foundation Board of Directors, to the Athletic Advisory Committee, to the University's Honors and Awards Committee and to the newly formed Academic Calendar Task Force Committee.

We would like to acknowledge the efforts of some individuals who have led events and activities on behalf of the Senate. This includes: Senators von Munkwitz-Smith and Faustman for agreeing to co-chair the Academic Calendar Task Force Committee – not an easy task! Senators Hiskes, Bramble, and Spiggle for organizing the annual TAFS meeting that was held in February. We would also like to thank Joe Dowden of the CLAS Computer Support group for his continued computer programming efforts for the betterment of the Senate's electronic voting process. We recognize this Senate endeavor goes well beyond CLAS responsibilities. To Geoffrey Meigs, who heads the computer support group and CLAS Dean Jeremy Teitelbaum, we applaud your willingness to contribute to the University community-at-large in this way. We would like to thank Haleh Ghaemolsabahi and Yi Zhang for their continued computer programming enhancements to the Senate's electronic course action request form.

I would like to thank my colleagues who have served on the Senate Executive Committee this year.

Members of the Senate's Executive Committee were:

Mark Boyer

Pam Bramble

Janine Caira  
Gary English  
Anne Hiskes  
Michael Kurland  
Andy Moiseff  
Susan Spiggle  
and student member Ryan McHardy

It has been my pleasure to serve as chair of the SEC this year. It has been a privilege to work with a group of intelligent and hard working, individuals who have been prepared to give so much of themselves because of their commitment to improving this university. Most importantly, I would like to thank Tammy Gifford, the Senate's administrator, because without her phenomenal organizational skills, astute thinking and tireless work, the operation of the Senate and particularly the job of the SEC chair would be impossible.

We thank Senator Susan Spiggle for her professionalism, poise and skillful handling of Robert's Rules (and us) as she moderates these Senate meetings each month. Our Senate secretary, Bob Miller, has worked hard to accurately record the information we share in our monthly meetings.

Respectfully submitted,  
Hedley C. Freake  
Chair, Senate Executive Committee  
May 4, 2009



Veronica Makowsky  
Vice Provost

## **Report to University Senate on The Regional Campuses**

### **"ONE UCONN"**

May 4, 2009

You have detailed reports from each campus that are also posted on your website. I will not attempt to go through the material for each campus, but will give you some comments on the progress of the regional campuses as a whole, and then give you time for questions.

The theme of my remarks is "One UConn." One UConn does not mean that every campus should be exactly like all the others, but that all add complementary strengths that contribute to UConn's excellence in discovery, learning, and engagement. For example, each campus has also recently submitted its own academic plan, which is aligned with the University's Academic Plan.

Over the past four years, Storrs and the regional campuses have been more integrated in accordance with "One UConn." Regional facilities have become part of UConn's Facilities; the regional libraries are part of the UConn Library, and full-time faculty lines now are the responsibility of the deans and department heads of the participating Schools and Colleges. We hope that Student Affairs will join in this integration, particularly with regard to mental health counseling and career services. In the realm of services for returning veterans, I want to emphasize that the regionals are playing a leading role and are actually providing models for Storrs.

Although the regional campuses are increasingly integrated with Storrs and with each other, they do not attempt to be all things to all people, nor do they aspire to be miniature Storrs's. Instead, they each have a 1) mission or missions (special academic content areas which include faculty research) on which they focus their academic programming, in addition to providing, and I am especially pleased by the movement to highlight research at the regionals through regularly scheduled faculty research colloquia and by establishing faculty speakers' bureaus to serve the local community 2) general education and 3) a good start through excellent student support services to those students who plan to transfer to Storrs after one or two years. In addition, as befits their locations, they have 4) a significant commitment to community outreach and public engagement. Although the regional campuses emphasize undergraduate education, we must not forget that there are excellent graduate programs offered through Business, Nursing, Education, Marine Sciences, and Public Policy. For example, the Stamford campus is adding both a master's in nursing and an M.B.A. in Risk Management in Finance.

Over the past four years, the regionals have focused their resources on the four areas that I just mentioned—academic missions, general education, student support, and public engagement—with some degree of success, despite the fact that the regional budgets have remained basically flat, through re-aligning resources, as they become available, with the goals of each campus.

Enrollments have increased, and, after a dip in SAT scores several years ago, SAT scores have continued to rise. SAT scores, however, must be considered in the context of other important aspects of the regional campus mission, namely, diversity and access. The regional campuses serve as a conduit or portal to the University of Connecticut to many first-generation students, often, but not exclusively, students of color, who for personal or financial reasons will not leave home for a residential experience at Storrs or elsewhere. For example, one-third of the students

at the Greater Hartford Campus are from under-represented groups. Additional students transfer to the regional campuses from community colleges, and some regional campus students transfer to Storrs. We are working to making access to a University of Connecticut education as seamless as possible at all our campuses in conjunction with the community college system.

Despite recent budget cuts, resources have been strategically realigned for continued development of student support services, such as advising, writing, Q, internships, honors, career services, and study abroad. In other words, the regional campuses have their own versions of the student support services at Storrs and participate in our major undergraduate initiatives, for example, the new learning community based on Native American studies at Avery Point. The Institute for Teaching and Learning continues to make classrooms hi-tech and tech ready and in provides substantial instructional support, including special programs for adjunct instructors. The University Library has been highly supportive in helping plan a Learning Commons at each campus. I am very glad to report that through a great deal of coordination and support from UConn Facilities, the Greater Hartford Campus has been accomplishing a great deal of badly needed deferred maintenance and that the standard of daily maintenance is also very much improved. The courtyard at the Waterbury Campus will soon receive its public art, a fountain, along with improvements in landscaping and student recreation.

As you can see from the individual campus reports, the public engagement efforts of these campuses are truly extensive and remarkable, such as the renowned Litchfield County Writers Project at Torrington; the Locally Grown History Project, also at Torrington; the Osher Lifelong Learning Institute at Waterbury, University Pals at Stamford, and the multi-faceted outreach to middle and high school students at the Greater Hartford and Avery Point campuses. I also want to note how impressed I am with the community volunteer work done by the students at these campuses and that is often organized through their very active student governments.

With the assistance of the Foundation and academic leadership, the regional campuses have also made good progress in fundraising, for example, a recent gift to Torrington for a gallery and seminar room donations, and several substantial scholarship donations to Waterbury.

Pursuing the goal of "One UConn" has led to much greater focus and excellence at the regional campuses and the regionals have greatly contributed to UConn's favorable reputation throughout the state. In spite of the budgetary constraints, I can assure you that I continue to be optimistic about the progress of the regional campuses and look forward to another year of working with their dedicated leaders, faculty, staff, and students, as well as the many helpful and cooperative liaisons at Storrs.

**UCONN AVERY POINT CAMPUS ANNUAL REPORT 2009-2008**  
**Submitted by Joseph Comprone**  
**Associate Vice Provost, UConn Avery Point**  
**April 17, 2009**

**Opening Statement**

Academic Year 2008-2009 at UConn Avery Point has been one of mixed positive and negative results. The campus has been able to keep its staff and faculty on board, although a few reductions in adjunct faculty and temporary payroll staff will need to be made over this summer. Degree program schedules have been met through strategic scheduling of courses; students wishing to graduate this spring or next fall will be able to do so. The campus staff has done an outstanding job of meeting budget rescission requests while keeping all campus systems in successful operation. The campus faculty and administration have worked well together in the face of budget cuts that threatened all campus degree programs. We have initiated means of reducing uneven and erroneous communications with Storrs department heads and have made some progress, though further improvements are certainly still necessary."

Despite difficult budgets and the inability to add any staff or faculty during what are key developmental years for the campus' four degree programs, many important goals were accomplished.

**Positive Developments 2008-2009**

- A major step forward was accomplished for campus research programs and undergraduate teaching programs with the hiring of Craig Tobias as coordinator of the Coastal Studies Program. Tobias brings an outstanding research record along with a record of accomplishment in administering undergraduate science programs.
- Planning that will improve the visibility and marketability of the campus' degree programs has moved forward this year in a way that will increase enrollment and increase collaboration among the full-time faculty in the campus' daytime degree programs. Faculty are joining in a more integrated way with the campus recruitment office to foster these goals.
- The Business and Academic Services offices have improved both the efficiency and effectiveness of the campus by collaborating in working out strategies for adjunct hiring, special payroll budgeting, and equipment costs.
- The DMS and the campus have evolved a cost-saving plan to employ teaching assistants to teach the labs for the Avery Point undergraduate physics, chemistry, and biology courses. This new plan eliminated approximately 50% of the cost of TAs last year. The new plan also enables the campus to keep intact one of its most qualitative program goals: to integrate the department's research programs with the teaching of undergraduate science courses. Campus leadership in every area supports this TA budget plan.
- The campus BGS program continues to grow in enrollment semester by semester. The arrival of new degree and track possibilities in the BGS program will continue to enhance BGS enrollment at Avery Point. The BGS staff at Avery Point does an outstanding job in all areas: advising, recruitment, curricular control, and relations with Continuing Studies administration.

- The campus faculty and staff have worked very closely with campus leadership in supporting the renovation of the campus library and the construction of a new student union building. These efforts have kept these plans in process even during tight budget periods. These two buildings, along with the renovated academic building, will serve as the undergraduate core of the campus. Library construction will begin before summer and the student union project will be designed over the next several months.
- Coordination among the campus, Sea Grant, DMS, and the National Undersea Research Center has been enhanced this past year through regular meetings among the leadership of the four programs. This collaboration will lead to coordinated support of grant applications and federal and state funding applications, of campus events focused on the campus mission, and support of undergraduate research.
- The campus faculty and students will be engaging in two unique interdisciplinary undergraduate teaching and research programs. The first is based on an indigenous peoples theme and will focus during its first year on Native American cultures as seen through the lenses of literature, anthropology, the biological sciences, history, and American studies. Approximately 12 instructors will include units in their courses that will draw on Native American cultures from across the United States; visiting presenters will provide symposia, and theme-related films will be shown that all students involved in course units will attend. The second interdisciplinary program will focus on Pine Island, which is located a short distance from the campus. Pine Island has recently been designated a part of Connecticut's historical register as an Archeological Preserve. Meetings with State authorities have indicated support for undergraduate and faculty involvement in research and course work on the island. Faculty are now planning to connect undergraduate courses and research projects related to the island. The intention with both these programs is to turn them into learning communities that will provide the campus' non-residential students with collaborative partners and feelings of commonality with faculty and staff.
- This year has produced major steps forward in campus faculty governance. A cross disciplinary curriculum committee has been appointed and has set regular meetings to consider major curricular changes, new program possibilities, enrollment issues, faculty workloads, and scheduling issues. The larger faculty assembly will continue to meet once or twice a semester to discuss issues relevant to all faculty.
- Faculty development seminars have been imaginative, well-attended, and useful this year. Many new teaching ideas evolved out of these sessions, which were put together by the campus academic services staff and supplemented by ITL at Storrs.

### **Major Challenges: Enrollment**

Enrollment is difficult to track at Avery Point. The campus student population includes graduate students (approx. 50 in DMS), lower division students completing university requirements and general education courses, and Avery Point majors enrolled in one of the campus' four-year undergraduate degree programs. The following basic facts serve as starting points toward an understanding of significant enrollment patterns at Avery Point. Two preliminary conditions need to be understood before evaluating enrollment at Avery Point: one, the campus coastal ocean mission emphasizes the basic sciences and mathematics to a larger degree than most undergraduate programs; two, the degree programs at Avery Point are niche programs with special emphasis on marine and environmental programming. These programs demand special recruitment strategies and university student housing if they are to reach their enrollment potential.

- Overall campus enrollment: 700 undergrad; 45-50 grad -- 750 total. The 2005 campus master plan set an enrollment goal of 1000 for AY 2010. That goal will not be met for the following reasons: lack of an on-campus residence hall focused on housing for out-of-the-region students interested in enrolling in our two marine-oriented, niche degree programs; regional demographics is one of the lowest in the State; large class potential is limited by space constraints at Avery Point; science programs at Avery Point are rigorous and demand mathematical skills that mainstream students often do not possess.
- Campus degree program enrollment for the fall of 2008 was 43 in coastal studies, 28 in maritime studies, and 23 in American studies, for a total of 94. These numbers were high enough to establish each program curriculum and to graduate a substantial number of students over the past five years. Without the addition of a residence hall, however, these niche majors will not reach original enrollment projections. More coordinated recruitment efforts over the past year will ensure enrollment increases in both programs. The arrival of a new faculty coordinator in the fall of 2009 will enhance the numbers in the Coastal Studies Program by improving coastal studies advising at both Avery Point and Storrs and by providing direction to program curricular revision. After this year's graduation, the overall four-year degree program enrollment in the three niche programs should increase from the current 94 to slightly over 100 during AY 2009-2010.
- The campus' 1000-level courses are 95% full and are expected to increase over last academic year by 20% by the time fall semester, 2009 registration closes. Increases at this beginning level have been constant over the past few years and indicate that enrollment of two-year transfer-to-Storrs students will continue to expand.
- A 15-20% increase in students who have campus-changed to Storrs occurred over this academic year. At this earlier point, 129 campus changes have been completed compared to 119 at the same time last year.
- A much larger number of students than in the past are remaining at Avery Point beyond two years. English, political science, history, and psychology will continue to keep a significant number of students beyond two years as they pursue those majors. The English and political science faculty are at this time best equipped to support these additional students.
- A campus pilot program has been set up to explore the degree of regional interest in engineering at Avery Point. An increased number of courses beginning in the fall of 2009 should indicate the degree of success Avery Point can predict as it considers developing an engineering program.
- Avery Point, with the encouragement of CLAS, has embarked on a strategic scheduling initiative that will result in a decrease in the number of campus courses with enrollments under 11. This year 17 courses fell below the 11 student cut-off. A goal of six small-enrollment courses for AY 2009-2010, made up mostly of classes for graduating seniors enrolled in campus degree programs and by sailing and diving courses limited by equipment and safety requirements, has been set.
- Larger classes have taken up much of any enrollment slack at Avery Point. Fifty-eight courses with enrollments over thirty were offered over this year. Another 99 courses with enrollments over 25 were offered over this past year. In evaluating these figures, one must keep in mind that all W and Q courses and several skills courses and upper division seminars have enrollment ceilings placed on them. Also, Avery Point has only very limited facilities for addressing the needs of large classes.
- The BGs program, after a dip in enrollment three years ago, has regained and surpassed its previous high in numbers (160 students). This program is a mainstay of Avery Point campus programming as other programs grow toward maturity.

## Major Challenges: Public Engagement

Significant advancements occurred in the area of public engagement over this past year:

### Mentoring in Regional Schools

- The Avery Point school mentoring program grew in both size and quality over the past year. Over twenty Avery Point students, supervised by three Avery Point staff, conducted weekly mentoring sessions for elementary and middle school students from Groton and New London. Evaluations of the program by university and school personnel have been uniformly positive. Six Avery Point staff members conduct weekly mentoring meetings with students from several Groton Schools. This program connects university staff, faculty, and students with community school personnel and students on a regular basis; it provides a network of contacts that enhance the regional image of the university in ways that affect campus visibility, recruitment, and networking. The program has been featured on cable television programming in Southeastern Connecticut.

### Engineering Education Initiatives

- Avery Point has initiated two engineering pilot programs, one on the undergraduate, the other on the masters' level. The undergraduate program will begin in the fall of 2009 with four beginning level courses. If enrollment and interest continue once those courses have been offered, a group of second year courses would be offered in the fall of 2010. Consideration of bringing the engineering major to Avery Point would be considered during the 2011-2012 academic year. Avery Point leadership is in the process of pursuing a planning relationship with the regional Workforce Development Board (EWIB) and its science, technology, engineering, and mathematics (STEM) program. This planning process is focused on coordinating K through 16 engineering education in the region.
- The College of Engineering, the Avery Point campus, and the Electric Boat Company are working together to provide EB employees with masters level engineering education via distance learning technology. The program is built on the Pratt Whitney/Windsor Locks model now in place for a number of years. First year enrollment has been small. This program's success in Groton will depend on the creation of a more aggressive on-site, company recruitment strategy put in place and supported by EB, the engineering college, and the Avery Point campus.

### The Avery Point Technology Incubation Program

- Avery Point continues to partner with the university TIP program in contributing to regional economic development in Southeastern Connecticut through support for science-technology incubators. At this point, four small companies are located at Avery Point; plans are in place along with partial federal funding to enable future TIP growth on campus. Space is currently being considered in the marine science building at Avery Point for TIP expansion.

## **Major Challenges: Diversity**

- This past fall, Avery Point had a minority enrollment of 121 students. This number represents an increase of 18 over Fall 2008 enrollment of 103. These numbers will increase by only small annual increments. More significant increases will occur if the learning community program is successful.
- The campus SSS program is the campus' primary means of attracting and retaining urban students of color. Approximately twenty freshman first generation and students of color work through this program every year. Over 80% of these students go on to transfer to a Storrs major.
- Avery Point and UConn benefit from the New London County Martin Luther King, Jr. Scholarship Fund. Over the past seven years, seven MLK students have received scholarships of \$20,000.00 to attend the University of Connecticut. Associate Vice Provost Comprone is treasurer and board member of the MLK scholarship fund.

### Native American Studies

Avery Point is a relatively small campus. Over this past two years, campus leadership has discussed the diversity challenge on this largely suburban campus and decided to shift the emphasis on building diversity from recruitment to establishing program approaches to enhancing diversity. The first step in implementing this new emphasis was the hiring of a Native American anthropologist who would provide the leadership necessary to build programs that would create a basis for growth in campus and university diversity. This experiment has worked well during its first year. It has resulted in a group of faculty who have created a learning community that connects students and faculty in courses that include units on the theme of indigenous peoples. So far over twenty courses and 15 faculty members have been involved in planning the fall 2009 group of courses. The Native American studies program is also working closely with the campus American Studies program to diversify that major. This programmatic approach to diversity will create a strong curricular model for use in future diversity initiatives.

## **Major Challenges: Budget**

- For the first time over the past twenty years, the Avery Point campus will be working on a balanced budget plan for fiscal year 2009-2010. The move off campus of the Coast Guard R&D Center has been covered. Special payroll expenses have been limited to those that can be covered by the Branford House rental program. The campus now has clear-cut spending priorities based on mission-related programs and enrollment-based space and equipment needs.

## **Summary**

As with all university units, this has been a difficult year for the Avery Point campus. It has been impossible to advance earlier goals related to honors and internship programs and to increase numbers in key programmatic areas. Inability to hire new full-time faculty has resulted in heavy administrative burdens for junior faculty. These burdens have in turn taxed the campus' ability to recruit students into our degree programs.

As described above, however, the campus has met adversity while advancing many key areas and managing to continue several threatened programs. I have been involved

over a 40 year university-level career in a number of small, medium, and large learning communities. The Avery Point community has more resilience than any campus with which I have been involved. Despite the fact that this is a small campus with many complex parts, I have found more individuals here who are willing to leave their silos to work together in meeting general challenges. This characteristic will pull the campus through challenging periods.



**GREATER HARTFORD CAMPUS**  
*Annual Report to the Senate*  
*Academic Year 2008-2009*

Our Greater Hartford Campus Annual Report to the Senate on Academic Year 2008-2009 is a summary of our growth and challenges for the year. The report highlights our myriad initiatives and successes, with particular focus on the goals of our Academic Plan.

The faculty and staff of the Greater Hartford Campus devoted a great deal of time in the 2008-2009 academic year refining our Academic Plan to meet the changes in the final version of the University Academic Plan for 2009-2014.

At the same time faculty and staff were called upon to serve a new, record-high number of freshman and transfer students at our campus. This was accomplished while sorely needed facilities repairs were initiated. Our Greater Hartford Campus community once again rose to meet the extraordinary demands despite significant budget cuts. I am proud to present the following Annual Report to the Provost on Academic Year 2008-2009.

***University of Connecticut—Greater Hartford Campus***

**Goal One:** Expand our enrollment, especially focusing on recruiting, supporting and retaining a student body that mirrors the rich social and cultural diversity of Connecticut while continuing our commitment to underrepresented minorities, adult learners, first-generation college students, and people of all economic means.

- **Enrollment Increases – Freshmen** (fall 2008)
  - \* 404 freshmen
  - \* 54 transfer students
  - \* 459 new, degree-seeking students
- **Enrollment Increases – Degree-Seeking Students**
  - \* 1324 total degree-seeking undergraduate record high
  - \* Largest number full-time and total of all regional campuses
- **Enrollment Increases – Total Credit Hours**
  - \* 16,001 Total Registered Credits, up from 15,244
- **Minority Undergraduate Population**
  - \* 32 percent minority undergraduate population
- **Enrollment Management Committee**
  - \* New Enrollment Management Committee appointed in fall 2008
- **Recruitment Initiatives**
  - \* Hosted separate visits from freshman students of Farmington, New Britain and Meriden High Schools to introduce them to college life and inspire them to envision themselves at UConn as they go through high school
    - Student speakers who attended the visiting high schools and now attend the Greater Hartford Campus spoke to visiting students about the advantages of studying at the Greater Hartford Campus and tell them what they need to do in high school to be accepted into UConn
    - Arranged for tours, luncheon and classroom visits for visiting students

- \* Hosted the annual College Board meeting, attended by approximately 100 counselors and guidance directors
- \* Admissions Coordinator visited 21 regional high schools to promote UConn Greater Hartford Campus, and to meet guidance counselors and students in groups and one-on-one.
- **Transfer Sessions**
  - \* Hosted a workshop for community college transfer counselors, an information session for the five community colleges with which we collaborate: Asnuntuck, Capital, Manchester, Middlesex, and Tunxis
  - \* Hosted Capital Community College to UConn Day
- **Transfer Student Scholarships**
  - \* For the second year, the campus received \$25,000 from our partner, the Hartford Foundation for Public Giving, to offer scholarships to community college transfer students

**Growth Comparison Chart** (data from Office of Institutional Research)

	Fall 2000	Fall 2007	Fall 2008
First-Time Freshmen	262	366	404
Full-Time Enrollment	568	1,016	1,066
Total Registered Credits	10,386	15,244	16,001

- **Partnerships to Increase Enrollment**
  - \* American Association of University Women
  - \* College for Every Student (CFES)
  - \* Hartford Consortium for Higher Education
  - \* Human Development/Family Studies for HS Students
  - \* INROADS New England
  - \* JumpStart
  - \* Junior and Senior Doctors' Academies
  - \* Upward Bound

**Goal Two:** Capitalize on and develop our small college environment, in which students learn from faculty and from each other in small classes, emphasizing academic excellence in a supportive learning community, so as to increase the likelihood of success in general education, four-year majors, and graduate programs, particularly for nontraditional students and underrepresented groups.

- **Honors Program**
  - \* Currently studying the Honors Programs at Stamford and Storrs to tailor program for GHC
- **Learning Commons**
  - \* Learning Commons Committee completed year-long study on best Learning Commons options for Greater Hartford Campus
  - \* Recommendations implemented:

- Develop Virtual Learning Commons on the campus website, easily accessible from the student page and home page
  - Creation of Quantitative “Q” Center to compliment our Writing Center (See description immediately below)
  - Cluster seating with computers in the library to enable student collaboration on group projects and studies
- **Quantitative “Q” Center Opens**
  - \* Provides tutoring in mathematics, statistics, chemistry, and biology
  - \* Support services for 500 visits during Fall 2008
  - \* Smartboard
    - State-of-the-art, interactive Smartboard helps explain math visually
- **Writing “W” Center**
  - \* Freshman English (FE) offered 33 sections, largest of all regional campuses
  - \* Introduced new course, ENGL 2049W: Writing Through Research, which may be implemented at other campuses
  - \* Adjunct Writing Fellows Program provides stipends to faculty who participate in online and face-to-face conversations about their work
  - \* All FE instructors work in our Writing Center and/or belong to the Writing Fellows program
  - \* Faculty Workshops to teach writing, including a spring half-day workshop
  - \* Writing Center is on pace to provide 700 individual tutoring conferences
    - Hired four new instructors and four writing associates
    - Direction on accessing campus resources
    - New instructors and tutors to provide more complete learning experience for Summer SSS/CAP
  - \* Led two large workshops for disadvantaged youth, sponsored by Career Beginnings organization
  - \* New Courses:
    - In Plain Sight: Capturing Hartford on Film
    - Exposing Hartford: New England’s Rising Star on Film
    - Seminar in Academic Writing—“Writing Wrongs”: The Violation of Women's Human Rights
    - Seminar in Academic Writing: Locations Spatial and Cultural, and Writing Through Literature: Boundary Crossings: Transformations and Transgressions
    - Freshman Service-Learning: Students partner with Hartford Rescue Mission, South Park Inn, Hartford Public High School, Real Art Ways and HartBeat Ensemble
- **Business & Technology**
  - \* Academic Internship Program: The Business & Technology major offers a competitive, three-credit internship program for students during the academic semesters and summer. Faculty in Management, Accounting and Finance serve as Advisors for the program.
  - \* Travelers, SS&C Technologies, and CDW co-sponsored events with the School of Business, Business & Technology major at the Greater Hartford Campus to recruit potential interns and full-time hires.
- **Student Achievements**
  - \* Aisha Calloway was selected for Summer Research Fellowship in Immunology, and has been admitted to the UConn School of Medicine Class of 2013 with a full scholarship.

- \* Devangi Ladani has been accepted into the UConn Masters Entry Into Nursing Program and will begin studies in January 2010.
- \* Estelle Carezza and Capri Frank are enrolled in the Masters of Professional Studies programs through the Center of Continuing Studies.
- \* Nancy Guerin (3.89), Ralph Halvorsen (3.93), Lori Johnson (3.97), and Aurelie Verbeke (3.97) are 2009 Inductees into Alpha Sigma Lambda Honor Society for Continuing Higher Education.

**Goal Three:** Develop additional majors, minors, and concentrations that take advantage of and contribute to opportunities in the Hartford metropolitan region. The programs will be oriented around business, economics, government, social services, urban and community literature and culture, and urban policy. These programs create significant opportunities for student enrichment and employment through outreach, service-learning, and civic engagement.

- **New English Major:** Connecticut Commission on Higher Education licensed Greater Hartford Campus to provide a program leading to a Bachelor of Arts (B.A.) degree in English effective fall 2009

**Goal Four:** Expand professional graduate offerings while increasing linkages between undergraduate majors and graduate programs offered on campus, such as education, public policy, social work, and survey research, as well as other University of Connecticut programs in biomedical sciences, business administration, dentistry, law, medicine, and public health that are located in the surrounding community.

- **Department of Public Policy**
  - \* Developed graduate certificate in Survey Research for UConn students and professionals in the field
  - \* Facilitate Masters in Public Policy with Survey Research focus

**Goal Five:** Develop and expand cores of research faculty to sustain a dynamic environment that will create opportunities for interdisciplinary collaboration, especially research that supports the land grant mission by exploring issues affecting the surrounding local communities, metropolitan region, and state. This climate should attract and retain high caliber scholars.

- **English Faculty**
  - \* UConn Humanities Institute Fellowship 2009-2010 awarded to Prof. Clare Eby
  - \* Thomas Shea: Editorial Board, Irish Studies Working Papers, Winthrop University, Rock Hill, SC., 1992-Present
  - \* Thomas Shea: Coordinator for new "Timothy F. Moriarty Award in Irish Literature," supporting professional development of graduate students focusing on Irish Literature, 2007-2008
  - \* Clare Eby: Graduate Examination Committee; PTR Committee, English Department 2008-09
  - \* Clare Eby: Advising for doctoral students
- **Geography Faculty**
  - \* Tatiana Serebriakova: Presented Research Papers at regional NESTVAL Conference, international AAG conference
  - \* Tatiana Serebriakova: Guest speaker at UConn Waterbury Research Talk; Guest speaker, CCSU Geography Department

- **History Faculty**
  - \* Fulbright Teaching Fellowship, Turkey, 2009-10 awarded to Prof. Lawrence Goodheart
  - \* Lawrence Goodheart: Coordinator, The Culture, History and Politics of Humanitarianism, The Foundations of Humanitarianism Faculty Study Group
  - \* Walter Woodward: Prospero's America: John Winthrop Jr., Alchemy, and the Creation of New England Culture—in press with Omohundro Institute of Early American History and Culture, University of North Carolina Press.
- **Writing “W” Center**
  - \* Home campus for University's first full-scale assessment of Freshman English at all six campuses. A team of five graduate students and adjunct faculty readers will complete project in May. Sponsored by GOAC.

**Goal Six:** Provide campus support services, including technological facilities necessary to enable the fulfillment of the campus' unique mission within the University of Connecticut.

- **Writing “W” Center**
  - \* Drop-in visits, scheduled appointments (series of appointments with the same writing associates), and online tutoring services
  - \* Freshman English website, fe.uconn.edu, a large pedagogical resource for all University instructors and students, originated on the Greater Hartford Campus. GHC Writing Coordinator is website's faculty advisor.
  - \* Produced and distributed growing number of printed resources for teachers, such as a support for ESL work and one on “Using Film in Writing Courses.”
- **Advising and Exploration Center**
  - \* Opened in September to provide individualized academic advising
  - \* Two full-time Associate Directors advise students on:
    - Course selection
    - Degree options
    - Transition to Storrs
- **Services for Students with Disabilities**
  - \* Joined Advising and Exploration Center staff to accommodate needs of student with disabilities at GHC and transitioning to Storrs
- **Student Activities Center**
  - \* Provides technological and physical facilities support via:
    - direction on accessing campus resources
    - provides OneCard photo IDs
    - submitting targeted and University-wide e-mail announcement
    - oversees Gampel Student Center, the Fitness Center
    - oversees information and access to regional and University events
- **Institute for Teaching and Learning**
  - \* Workshops, presentations on instructional design, PowerPoint, HuskyCT, web design, CPS (classroom clickers), podcasting, and video/audio capture and editing
- **Information Technology Center**
  - \* Supports daily technology operations and networking of all programs and departments on Greater Hartford Campus
  - \* Lab computers and laptops upgraded to new where possible and enhanced to accommodate newer operating systems and applications
  - \* Five traditional classrooms were upgraded to “Tech-ready” by Fall 2008

- \* Upgrade of both High Tech classrooms is slated for Summer 2009
- \* New website rolled out in Fall 2008. Design and maintenance of the website is ongoing
- \* GHC-IT staff now support MacIntosh systems.
- \* The GHC-IT department is creating, updating and implementing policies and procedures to better ensure data integrity and security of our local area network and ensure compliance with the University's Data Stewards policies
- **Service-Learning**
  - \* Collaborate with Institute for Teaching and Learning on Service-Learning course planning
  - \* Collaborate with Survey Research faculty to develop Service-Learning survey
  - \* Summer 2008 — two-day workshop for faculty and staff on the following:
    - Introduction to Service-Learning
    - Tenure and Promotion
    - Critical Reflection
    - Course selection
  - \* Fall Forum — one-day workshop for faculty and staff on:
    - Six Models of Service-Learning Course Construction
    - Presentation by UConn Center for Public Health and Policy
  - \* Service-Learning courses launched in Fall 2008
  - \* Build relationships with ASG, ConnPirg, student organizations

**Goal Seven:** Provide the physical facilities necessary to enable the fulfillment of the campus' unique mission within the University of Connecticut.

- **Physical Facilities**
  - \* Working with Regional Facilities Director Anthony Weston and Architectural & Engineering Services to identify and resolve buildings & grounds issues on campus.

## University Senate Report UConn Stamford Campus Fall 2008/Spring 2009

### I. Mission Statement

The Stamford Campus has evolved during the past few years with three major foci for academic programs: (1) curriculum to meet regional workforce and economic needs in the business and corporate sector; (2) a liberal arts and sciences curriculum that is the foundation for nine undergraduate majors, one undergraduate minor, and one graduate program, and that encompasses the environment, health and human behavior, and education; and (3) a curriculum that addresses international and global topics and the preparation of UConn students for a global society through study abroad, internships, and foreign languages.

### II. Undergraduate Education

The University of Connecticut, Stamford Campus is strategically positioned in the heart of a diverse and dynamic region that presents a unique set of opportunities, challenges, and demands for educational excellence, relevance and value. The campus is surrounded by several Fortune 500 companies and North American headquarters for several financial institutions, a network of not-for-profit agencies, and an active set of social and cultural organizations.

The Stamford Campus offers undergraduate majors in the College of Liberal Arts and Sciences and the School of Business. The Stamford Campus integrates information technology, research, and service learning into the curriculum in meaningful ways that enhance student learning. The campus offers full undergraduate degrees in fields that match regional strengths and attributes and targets regional needs, which include American Studies, Business and Technology, Economics, English, General Studies, History, Human Development and Family Studies, Political Science, and Psychology, and one undergraduate minor in Women's Studies.

The Stamford Campus provides students with access to the state's flagship, public land grant research university's degree programs and services for highly motivated, traditional and non-traditional aged students, who choose to take advantage of the local resources and are area-bound. This includes a diverse and multicultural student body, many of whom are first-generation college students, underrepresented and disadvantaged students, and returning adult learners, who collectively bring a wealth of experience, talent and enthusiasm to the campus.

In Fall 2008, there were 1314 undergraduate students and 370 graduate students (MBA and EMBA) enrolled at the Stamford Campus, as compared to 1270 undergraduate students and 330 graduate students in Fall 2007. There was an increase of first time freshmen from 204 to 250 in Fall 2008, as compared to Fall 2007. The number of transfer students increased from 57 students in Fall 2007 to 71 students in Fall 2008. In the BGS program, there were 242 students enrolled in Fall 2008, as compared to 272 in Fall 2007.

The academic programs are integrated with curriculum and standards of the University of Connecticut, and meet the level of quality in instruction, research and outreach that is congruent with the expectations of the University of Connecticut mission and goals. The Stamford Campus has developed cooperative agreements with the local community colleges in the region to address workforce and societal needs.

The Stamford Campus embraces the inclusion of the Honors Program and offers students opportunities to engage in undergraduate research and stimulating and demanding coursework for students who meet the requirements for participation in the Honors Program. In collaboration with the Honors Program at Storrs Campus, the Stamford Campus will explore further enhancement of its current Honors curriculum and programming.

In consultation and collaboration with the University Library and the Institute for Teaching and Learning, the development of a Learning Commons that includes a Writing Center, Q Center, and other student support services has begun. The first phase was implemented during Fall 2008 with the co-location of the Writing Center and the Q Center in the Jeremy Richard Library at the Stamford Campus. After the evaluation of the first phase, the campus will explore fund raising options to establish a full physical Learning Commons at the Stamford Campus.

The Stamford Campus offers both curricular and co-curricular programs to address issues and topics regarding human rights that are congruent with the University Mission. In addition, the campus continues its commitment to diversity by strengthening the academic programs in Women Studies, African American Studies, Asian American Studies, Puerto Rican and Latino Studies, Judaic and Middle Eastern Studies, and Modern and Classical Languages, and its student support services including the Center for Academic Programs and the Learning Commons. The Stamford Campus initiated the Martin Luther King Symposium in 2008, in conjunction with MLK Birthday celebration in January, and has made the symposium an annual event.

Students at the Stamford Campus have constantly made requests for expansion of foreign languages to be offered. The campus had historically offered Spanish as its only foreign language courses at the Stamford Campus. In collaboration with the Department of Modern and Classical Languages, Mandarin Chinese began to be offered in Fall 2008 utilizing synchronous instruction from the Storrs Campus delivered through video transmission, with two thirds of students in the class participating from the Stamford Campus and one third of the students in the UCE building at Storrs.

The faculty initiated a Human Rights Film Series this past year, in collaboration with the Women's Studies Program and the Center for Judaic and Middle Eastern Studies. The Women's Studies Center and Women's Studies Program continue to offer an extensive range of lectures, seminars, workshops and symposia at the Stamford Campus.

In collaboration with the Stamford Environmental Inter-District Magnet School, the Stamford Campus will partner with Yale University, SoundWaters, the Maritime Aquarium at Norwalk and Connecticut Sea Grant to enable UConn students, faculty and staff to participate in research and educational opportunities, through internships for



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students and environmental education and scholarly activities with the Stamford Campus-based Seaweed Marine Biotechnology Lab.

The Stamford Campus plans to be an active participant in the current exploration to develop an Environmental Studies major at the University of Connecticut. There are potential partnerships to develop a 2+2 with Norwalk Community College, who is currently developing an Associate Degree in sustainability and the environment.

### III. Research

The Stamford Campus faculty continue to be outstanding scholars and professionals in their respective disciplines. During the past year, the faculty published 45 refereed articles, delivered 51 refereed presentations at professional meetings, completed 34 non-refereed publications and presentations, secured 3 external grants, actively participated on 18 university-wide committees, and served on 32 professional boards or committees.

The referred articles were published in journals that include Journal of Experimental Marine Biology and Ecology, Narrative Inquiry, Public Opinion Quarterly, Epiphany: a literary journal, Children and Youth Services Review, Journal of Banking and Finance, Journal of Real Estate Finance and Economics, Taj Mahal Review International Journal, Information Systems and E-Business Management, Business Education Forum, Journal of the History of Sexuality, Social Behavior and Personality, and Corporate Reputation Review.

The edGELab is a collaboration between General Electric and School of Business at Stamford Campus. It provides opportunities for faculty research for UConn faculty and provides undergraduate and graduate students a chance to engage in applied research with UConn faculty and GE staff.

The UConn Center for Globalization and Commerce was formed, in collaboration with the Stamford Chamber of Commerce, to respond to research and educational issues that affect international trade and commerce in Fairfield County. During the past year, there were several research symposia held, that included “China after the Olympics” and “The Global Economy: Dealing with the Great Recession.”

The UConn Stamford faculty have engaged in research and scholarly activities, and many of them had a chance to share their findings with the campus community and also the external members of the Fairfield County community via the Faculty Colloquium Series, which will complete its second year with 14 colloquia in Spring 2009.

The Stamford Campus has the potential to become a leader in sustainability research, as it pertains to environmental studies and the new green economy. There are exploratory discussions with Yale University and Connecticut Sea Grant to pursue common research interests and funding opportunities

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#### IV. Graduate Education

The Stamford Campus currently offers graduate degrees in response to professional development and advancement needs of the regional workforce, and includes the Master of Business Administration.

In collaboration with the School of Nursing, the MBEIN nursing program began the Stamford Campus in January 2009. The start-up of the program was made possible by donor support from Stamford Hospital, Greenwich Hospital and Norwalk Hospital, who collectively donated \$370,000 for the lab fit-out and lab equipment expenses.

Future expansion of graduate education at the Stamford Campus includes the following:

##### A. Finance and Risk Management

In collaboration with the School of Business, an MBA degree in Finance and Risk Management is being explored, in consultation with the financial investment and hedge fund community. Faculty endowments to start the program are being pursued through exploratory fund raising discussions. The program is scheduled to begin in Fall 2009 or Spring 2010.

##### B. International Economics

In collaboration with the Department of Economics, a graduate degree in International Economics is being explored. Initial discussions have been held and further examination of feasibility and market will be conducted. Program will be funded through self-support.

#### V. Public Engagement

The UConn Stamford bus shuttle service to and from the Stamford Train Station has been operational for three semesters, and there has been increased ridership by faculty, students, staff and visitors. In order to meet the demands of the shuttle service, the campus has ordered a larger vehicle that accommodates 24 passengers, including two seats that will provide wheelchair accessibility. The shuttle bus service provides free rides to and from the Stamford Train Station, Monday through Thursday, from 7:00 a.m. to 10:30 p.m. There is an average of 175 passengers that are utilizing the shuttle bus service daily.

Working in close partnership with the Fairfield County community, the campus hosts community events and participates in cultural, educational and social activities in the region. The University Pals Program is an illustration of how the Stamford Campus is collaborating with the Stamford and Norwalk Public School systems and corporate, business and individual donors to provide a five-year college preparation for first generation college bound students, beginning in 7<sup>th</sup> grade through 12<sup>th</sup> grade.

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The Center for Judaic and Middle Eastern Studies has offered the “Lunch and Learn” lecture series for the past 10 years, which features lectures and symposia by national and international scholars.

The Campus Art Gallery continues to be active in the local arts scene in the City of Stamford and the Fairfield County region. The Art Gallery hosts opening receptions for the exhibits that attract visitors to campus from throughout the Northeast region.

#### VI. Physical Plant and Infrastructure as Impacting Academic Goals

The Stamford Campus parking garage was built 40 years ago, and there are daily challenges to keep the facility safe and operational. The facility is atop 4 acres of prime

Stamford real estate and provides opportunities to develop partnerships with local businesses and corporations to create an innovative facility which would include a new parking facility, new academic space for classroom, offices and labs, incubator space for research and development opportunities with local industry and UConn faculty, student development and program facilities, and commercial and retail space. The UConn administration has offered to conduct a feasibility study to determine the prospects of utilizing the 4 acre parcel to meet all of the objectives that have been outlined. In the meantime, there has been legislation introduced in the State Legislature for a feasibility study to be conducted by UConn faculty and staff, in conjunction with local business, civic and land use leaders in the City of Stamford. This legislation is pending approval.

There has been an ongoing demand voiced by students who wish to live near the Stamford Campus. The reasons for this request are twofold: reduce commuting time on the highways to and from campus, and seeking internships and part-time employment in downtown Stamford, which is the largest financial business center between New York City and Boston. Following the UConn Storrs model, the Stamford Campus began its Off Campus Housing Service in August 2008. The web-based service provides listings of available apartments, homes, condos and other housing arrangements, and includes a Message Board that will help to match roommates.

University of Connecticut  
Torrington Campus  
Report to the Senate  
2008-2009

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## 1. MISSION STATEMENT

### **The Torrington Campus: A Landscape for Arts and Humanities**

The landscape of Litchfield County—open fields, forests, streams, and great rivers—has fed the creative imagination of writers and artists who, for more than a hundred years, have come to live here because of its beauty. This same setting is a source of our strength in the arts and humanities.

The physical landscape has also, here as everywhere, given rise to economic, social, and cultural traditions, which are now changing. These too have become a focus of our planning.

While its beauty still serves as an inspiration for contemplation and creativity, the preservation of the landscape itself is becoming a center of concern. Threatened by development, rising real estate values and the near demise of dairy farming, the rural character of Litchfield County is changing in every aspect of life.

At the same time, the city of Torrington is undergoing an equally challenging transformation with the loss of the industry that played so vital a part in its development. The future of older industrial cities is of equal concern to that of disappearing dairy farms and loss of open space in Litchfield County. The revitalization of the urban environment is as much of a challenge to us

and to our students as they are to the government and other agencies that are making the effort to cope with and improve life in the city.

If we hope to continue to be nourished by our surroundings, the Torrington Campus must reach out to participate, along with town governments, the state, and the conservation organizations in their efforts to help discover what is needed and enlist public support to keep the land and the communities that inhabit it productive, economically sound, and still beautiful.

By drawing on the cultural organizations fostered by the presence of so many artists and writers—the historical societies, theatrical groups, and art spaces in the community—we will further enrich our course offerings, as will increasing the participation of the writers, artists, and performers. The American Studies Program and the involvement of the Litchfield County Writers Project (LCWP) in the academic life of the campus have enlivened interest throughout the region.

The programs of the Torrington Campus in the social sciences, business, psychology, urban and community studies, as well as the arts and humanities, will focus on the community in order to draw on its resources as well as contribute to its well being. We will learn locally while we continue to think globally. The aim of this locally based inquiry of global issues is to better understand the setting in which economic activity—enabled, shaped, and mediated by social relations—takes place.

The combination of beauty and urgency in Litchfield County's rural and urban landscapes creates a vital environment for scholarship in the arts and humanities and social sciences that crosses borders and breaks new ground. Our faculty's work includes emphasis on social and environmental justice, women's rights, children's advocacy, and the rights of prisoners at home and abroad. The Torrington Campus is a unique place where engaged scholarship works for change both inside and outside the classroom.

With the cooperation of the other regional campuses in Hartford and Waterbury as well as the Litchfield County Cooperative Extension Center, and with the support of the main campus at Storrs, the Torrington Campus will offer innovative interdisciplinary and interdepartmental courses both within and across programs. The emphasis throughout will be on critical and creative thinking to educate our students for work and for life in a changing world.

## **2. UNDERGRADUATE EDUCATION**

### **Goals, Strategies, Actions**

Trying to make the most effective use of our budgetary allocation for adjunct faculty, we have compiled data on course enrollment histories and made some difficult decisions about which courses (and which adjuncts) to continue and which to either eliminate or schedule more sporadically. The goal is, of course, to ensure that our students get the courses which they must have, while at the same time scheduling occasional courses for variety and enhancement of our regular course offerings.

## **Enrollment Management**

In order to increase the number of transfer students from Northwestern Connecticut Community College, UConn Torrington faculty and staff (particularly those affiliated with academic programs) have conferred with staff members at that institution and coalesced a team to visit NCCC on a regular basis in order to get to know their faculty, staff, and students better and provide necessary academic advising to ensure an easier transfer for NCCC students into our four-year degree programs.

In addition, Torrington admissions staff have initiated and/or expanded the following strategies:

- Increased communication with high schools in our catchment area
- Increase in number of high school visits, college fairs, parent nights and other presentations by Torrington admission counselor
- Increased attendance at Fall Information Session
- Continue reading applications and making decisions on admission of students in our catchment area
- Increase in number of one-on-one appointments with prospective students and their parents
- Continue to solidify relationship with NCCC to encourage more transfer students to apply to and remain at UConn Torrington
- Community outreach – continued involvement with Northwest Connecticut Chamber of Commerce generating greater awareness of merits of Torrington campus
- Overall increase in first choice applicants to the Torrington campus (up over 55% at this date)
- Overall increase in offers of admission to UConn Torrington (up 15% at this time)
- Overall increase in deposits (up 110% at this time)
- SAT scores of applicants remain strong
- Increase in interest in and applicants to Torrington SSS program
- English degree option has generated more interest in Torrington campus

## **Degree Programs**

There are currently seven undergraduate degree programs available at the Torrington campus—American Studies, English, Human Development & Family Studies, Psychology, Urban & Community Studies, BSBT, and Bachelor of General Studies (in partnership with the Greater Hartford and Waterbury campuses)—including the newly approved major in English.

Several of our majors have embraced service learning, clubs and internships as ways to enhance the classroom experience.

### ***Human Development & Family Studies:***

- HDFS 4099 2 students  
Agency: Northwest YMCA Torrington CT
- HDFS 3080 1 student

Agency: Vogel Wetmore School Torrington CT

***Urban & Community Studies:***

16 students in URBN 1300W, “Exploring Your Community,” a course with a service learning component, were placed in 20 hour “mini-internships” with a variety of local organizations, including government offices, nonprofits, and business related groups such as the Chamber of Commerce and the Torrington Development Corporation. Students in URBN 2000, “Introduction to Urban Studies,” also had the option of doing a 10 hour service learning placement with local organizations serving low income people such as food pantries and soup kitchens, as part of their study of the urban crisis. These service learning activities were enhanced by a field trip to New York City’s East Harlem, participated in by 20 students from the two classes. The class visited the East Harlem Preservation Project and Hope Community, Inc., and developed insights through comparisons/contrasts with our local area.

***Psychology:***

Kristopher Canali, lecturer in Psychology, has provided the following leadership to the major at the Torrington campus—including supervision of internships, the creation and oversight of a Psychology club, and other activities aimed at increasing the presence of Psychology and the number of declared majors:

*Research / Independent Study Course Supervision*

Summer IV Session 2008

- Supervised one student who did a 3 credit internship as part of PSYC 3880 at the Monroe Senior Center during the Summer Session IV 2008 term.

Fall 2008

- Supervised a total of three students who did internships as part of PSYC 3880. One did a three credit internship at the 7<sup>th</sup> floor Inpatient Behavioral Health Unit of the Charlotte-Hungerford Hospital. One student did a 2 credit internship at the Monroe Senior Center. One student did a 3 credit internship at the Mental Health Association of CT.
- Supervised one student who took 3 credits of PSYC 3889 (Undergraduate Research).

Spring 2009

- Supervising one student who is taking one internship credit of PSYC 3880.
- Supervising one student who is taking 2 credits of PSYC 3889 (Undergraduate Research).
- Supervising one student who is doing a 6 credit independent study (PSYC 3899) titled “Foundation Establishment Research.”

Summer Session I 2009

- Will supervise one student who will do a 3 credit internship (PSYC 3880) at the 7<sup>th</sup> floor Inpatient Behavioral Health Unit of the Charlotte-Hungerford Hospital.

### *Other Class Project Research Projects & Presentations*

- In the Fall 2008 semester, three teams (9 students total) presented the results of their PSYC 2100WQ research projects in poster format on December 3, 2008.
- Four teams of four student each (16 students total) in PSYC 3601 did a user needs survey of all Torrington campus students plus students from other campuses who took classes at Torrington to help determine what types of needs students said would help to keep them on campus for more time each week. Students presented the results to the public and campus administration on December 2, 2008.
- Six students from PSYC 2600 in the Spring 2009 semester are conducting field interviews of managers / supervisors in different organizations to learn more about their organizations' performance appraisal system. These will result in presentations to the class.
- Students in PSYC 2700 in the Spring 2009 semester have two small field projects involving studying trends in advertisements and also analyzing group processes in a community / organizational group that they observe.

### *Psychology Club*

- Founded the UConn Torrington campus Psychology Club in the Fall 2008 semester, and it continues to run this Spring 2009 semester. The club meets three times every Fall and Spring semester and is open to all interested students. I am the club's advisor, and I run the club meetings and plan club activities.

### *Administrative / Program Development*

- Have made contact with Robert Beck in the Psychology department at Northwestern CT Community College in an effort to forge an alliance to recruit transfer students for the UConn Torrington Psychology program. A minimum of two visits to NCCC is planned for the Spring 2009 semester to forge this alliance and represent the Psychology program.
- Contacted Dr. Jean Egan at Asnuntuck Community College as part of the Torrington campus's effort to recruit more transfer students. She agreed to refer some of her students to the Torrington campus.

### **Proposed Interdisciplinary Humanities Courses**

***Freshman Seminar*** (1 credit) The proposed course is aimed at introducing incoming freshmen to the 'University of Connecticut Torrington Campus Experience' and is currently being developed with the working title *Introduction to Knowledge*. As envisioned, the course will use Litchfield County as a setting for an interdisciplinary analysis of the physical landscape as a setting in which economic and cultural activity—enabled, shaped, and mediated by social relations—takes place. The course is composed of the following parts related to Litchfield County: 1) The Physical and Cultural Landscape 2) How did we get here? The History of Litchfield County 3) Litchfield County: Through the Eyes of Artists and Writers.



**Humanities Seminar** (3 credits) The seminar will meet once a week to discuss readings assigned by the faculty seminar leaders that deal with ideas and issues of concern to all citizens, young and old. Currently planned under the title *Introduction to Ideas*, the readings will be chosen from major works of all times and places. Examples might be a dialogue of Plato, readings from Aristotle's *Ethics* and *Politics*, selections from Hobbes and Locke, John Stuart Mill, Isaiah Berlin, Nelson Mandela, E. F. Schumacher, Rachel Carson, and Aldo Leopold concerning our relations to one another and to the Earth. Some works of fiction and poetry may be included.

**Student Enrichment—Study Abroad and Local Internships** As part of her oversight of the campus academic plan, Tina Reardon hosted a meeting of Study Abroad staff from Storrs here in the fall of 2008—a meeting that was well-received by Torrington faculty, staff, and students, and which will be held annually. The goal of the Torrington campus is to increase the levels of student participation in Study Abroad to the same as those at Storrs. For an overview of local internships, see degree programs, above.

## Other

### ***Student Counseling Program***

- 5 students were seen for six sessions during this time
- 1 crisis call was responded to in the fall semester
- All FYE classes were appraised of the availability of counseling
- Students were seen both on a drop-in basis and after class mini meetings on a weekly basis
- The counselor was available by phone at all times
- A new student brochure was designed to reflect the Storrs counseling and mental health services available
- A consultation meeting will be held with counselors from Storrs and other campuses on May 11, 2009 to coordinate programming

### ***Freshman English Program***

Kathy Knapp, new associate professor in Composition and Rhetoric Theory, and director of our W center, coordinated, taught, and led the following:

1. In the Fall 2008, we had one section each of 1004, 1010, and 1011. In the Spring 2009, we had one section each of 1010 and 1011. In anticipation of a slightly larger freshman class, we have scheduled two sections of 1010 and one each of 1004 and 1011 for Fall 09.
2. In conjunction with the LCWP, we've selected a Summer Reading book, *Slow Motion*, by Litchfield County writer Dani Shapiro for incoming freshmen and have scheduled Ms. Shapiro to speak at the convocation for Fall '09.
3. For Fall 09, we've hired two new instructors to teach one section each of 1004 and 1010. Gerry Van Doren has agreed to teach 1011. Our goal is to develop the FE program so that it is not only consistent with FE goals in general but connects to and capitalizes upon Torrington resources. Thus, for Fall 09, we are encouraging using the 9<sup>th</sup> Ed. of *The Essay Connection*, edited by UConn professor Lynn Z. Bloom. The collection features an essay by a current Torrington student and dovetails nicely with the LCWP theme for

the fall 2009 semester (“Justice, Injustice, and Human Rights”)—so, hopefully, we can encourage students to participate in those events.

***Student and Faculty Enrichment—writing:***

1. Prepared and presented two faculty workshops: one on “Responding to Student Writing,” and another entitled “Pre-Vision: Helping Your Students See What They Want to Say.”
2. Prepared and implemented Faculty Writing Fellows Program in conjunction with Ellen Carillo, the Writing Coordinator at Waterbury. The program has involved bi-weekly workshops, online discussion groups, and two luncheon presentations by Tom Deans, Writing Center Director at Storrs. We hope to reintroduce this program for Fall ’09 with more faculty across the curriculum and in the FE program.
3. Launched a new Writing Club on the Torrington campus, WORD! With funding from the Aetna Chair of Writing. The group meets weekly to discuss, read, and workshop all varieties of writing, and has sponsored two Open Mics on campus (April 1 and April 22) that featured the work of celebrated poets such as Robin McGowan and Charles Van Doren, staff and faculty, and of course, students.

***Writing Center:***

1. The past two semesters, we’ve employed three returning tutors and one new tutor. Two tutors will be returning Fall ’09 and we will be training two new tutors—this continuity will allow Kathy Knapp to teach an additional one-credit Writing Practicum using Allyn and Bacon’s *Guide to Peer Tutoring*.
2. We have hosted two “Tutor Talks”; these are Writing Center Open Houses (featuring doughnuts and coffee) for faculty, staff, and students to meet separately and together with tutors to ask questions, discuss concerns, and learn of the writing center’s services. These conversations have led to extended hours to better serve BGS students; tutorials in the Library on REFWORKS and SafeAssign so that tutors can help students navigate these services; and small-group student sessions during which students discuss reading, brainstorm topics, and develop arguments.
3. Tutors have gone to individual classes to discuss Writing Center services and to introduce students to strategies for brainstorming topics and formulating arguments. We plan on offering these mini-workshops and more in the Writing Center on a bi-weekly basis during the Activity Period.
4. In order to draw more students into the Writing Center, we’ve created the Free Association board. Through campus mail, we notify student population of each week’s theme (Favorite movie, Super Bowl pick etc) and invite students to come by and contribute. The board has initiated lively conversation and has served as an ice-breaker in tutoring sessions.
5. We have collaborated with the Library to more firmly establish a Learning Commons. Our tutors have gone to the library to learn more about research techniques as well as using REFWORKS and SafeAssign and library workers have come to the Writing Center to learn more about the work we do.

***Associated Student Government (ASG)***

Associated Student Government (ASG) plans and sponsors many of the activities on campus throughout the year. ASG provides students the ability to go on a trip to Six Flags New England

every year. On campus, ASG sponsors pizza parties, a Halloween Party, a Flag Football Game, Thanksgiving Dinner, a Rock Band Tournament, a hypnotist, and lunches for the newly founded Psychology Club. Each semester a Stress Buster Table with goodies baked by faculty and staff is manned by faculty and staff to bolster spirits during finals and a massage therapist is sponsored by ASG.

ASG also sponsors and assists with various community service events including a Red Cross Blood Drive which successfully collected 47 units in blood donations. Members of the ASG helped distribute donated food to local food banks and soup kitchens in conjunction with the Creative Sustenance benefit food drive. ASG members also visited and shared their experiences with a local college preparatory community youth group.

The Susan B. Anthony Project provided displays, literature and facts for our lobby display for Domestic Violence Awareness Month (October) and Sexual Assault Awareness Month (April).

Webster Bank presented a program on Online Identity Theft Prevention for Cyber Prevention Awareness Month, October 9, 2008.

### **3. RESEARCH**

The Faculty Development Committee met on a monthly basis during the Fall 2008 – Spring 2009 Academic year. The goal is to focus on issues relevant to the faculty.

The following activities, aimed both at enhancing faculty research efforts as well as providing professional development opportunities, also occurred:

- A bulletin board was set aside to advertise the next semester's classes. This includes flyers for classes offered in the upcoming semester, and how they fit into the general education program. This will be set up each semester prior to registration.
- In appreciation for their work, adjunct faculty were provided with flash drives to assist with their multiple campus schedules
- A Faculty Forum was held on 11/18/08. The presenter was Kim Chambers, Director of Educational Technologies who presented on "Safe Assign".
- A Speakers Bureau was developed to promote ongoing interaction between the campus and the surrounding communities. The brochure for this was ready in March of 2009 and several people have presented.
- In October, the campus display case featured election memorabilia from Fran Brennan's collection. This was kept through the election. A new display has been presented, and future displays have been solicited.
- A "Faculty Only" meeting was held in February with 8 faculty members present. Due to the budget restraints, the next faculty meeting will be held on 4/16/09 to discuss and

demonstrate the use of WebCT instead of using paper copies. Students will be informed of changes as we go along with the new venue.

- We met with Dana Forchette to review what faculty can do to promote recruitment and retention of students during the coming year.
- A mini retreat for faculty and staff has been suggested and will be held on May 1, 2009. The express intent of the event is to help us think about the ways we can support each other in our interactions with students—formally, informally, in class and outside the classroom. As we plan to welcome the largest incoming class in memory, we think it is important that we work to understand where our students are coming from (and this includes traditional and returning adult student populations), as well as the most effective means of engaging with them, and supporting each other as we seek to do so.

#### 4. PUBLIC ENGAGEMENT

##### *Litchfield County Writers Project*

Davyne Verstandig, director of the LCWP, developed an ambitious schedule of readings, performances, and lectures—and we continue to receive strong community support. LCWP has received excellent publicity this year. We continue to develop our focus and image, including creation of a new mission statement and a new logo.

LCWP successfully submitted an application to Aetna funding committee for 2009 and is awaiting the response for its 2010 submission. It also submitted an application to UConn Human Rights Initiative for the fall 2009 series: *Justice, Injustice and Human Rights*.

The English 3623 classes, *Playwrights of Litchfield County*, fall 2008, and *Prize Winners of Litchfield County*, spring 2009, were offered to students and the public. The response illustrates that LCWP is becoming even more firmly embedded in the region's consciousness. Other LCWP sponsored events this year were:

- Charles Van Doren read and discussed the poetry of Emily Dickinson and Sally Van Doren, the acclaimed poet, read her own work (July 18, 2008)
- Author and journalist, Woody Hochswender discussed his book, *Buddha in your Rearview Mirror* with Davyne and Tina Reardon as part of the Asian American Studies course (September 16<sup>th</sup>, 2008)
- Author Roxana Robinson discussed her novel, *Cost*, with Davyne. This was a particularly popular event (October 3, 2008)
- Year of Science – author Tom Shactman discussed his book, *Absolute Zero and the Conquest of Cold* (February 20, 2009)
- LCWP, first annual *Creative Conversations* event. Three highly popular Litchfield County authors, Ann Leary, Marie Bostwick and Lauren Lipton, will be in discussion with Davyne (May 1, 2009)

To celebrate National Poetry Month the LCWP held several poetry events in spring 2009.

- The award winning actress, poet and musician, Cady McClain, was in discussion about her life and work (April 3, 2009)
- Poet Susan Kinsolving and actor Matthew Cowles reading selected poems of Tennessee Williams (April 17, 2009)

The fundraising for Creative Sustenance, a food and money drive for four local shelters, was particularly successful this year. LCWP co-sponsored several events with Urban & Community Studies, raising \$2,500 and significant food donations. The finale event, a reading by Davyne and interview with her, drew donations of \$450.00 in one night (April 8, 2009).

### ***Campus Outreach***

Locally Grown History, a project designed to make connections among historic sites and schools, place individual sites in a wider historical context, and explore closer integration of local historical resources with educational institutions from K-12 through higher education, was launched in the summer of 2008. LGH is a collaboration of many of the historic sites, museums, and agricultural destinations located in northwest Connecticut, along with UConn Torrington, the Northwest Connecticut Convention and Visitors Bureau, the Northwest Connecticut Arts Council, and the Housatonic Valley Regional Heritage Area. The project took place between May and October 2008 and produced a map of participating sites, issued a History Hunt challenge, and held a history forum (October 18, 2008) in conjunction with the University's Early College Experience program—which featured State Historian Walt Woodward as keynote speaker. The project is entering its second year and is sponsored in part by the CT Commission on Culture and Tourism.

The campus hosted the area's first district competition of History Day in Connecticut (April 4, 2008), which brought over 150 students in grades 6-12 to the campus, along with their teachers, parents and 40 volunteer judges. At the awards ceremony, the campus publicly recognized a recent gift \$6000 from the Torrington Chapter of UNICO, which will be used to purchase books and other resources on the great American wars. UNICO officers and members were present, and many local veterans were in attendance as well. The UNICO collection will be available to youth throughout Litchfield County, and the state, through the University's library system.

Over 150 community members and business leaders attended a Business After Hours event for the United Way held on campus September 9, 2008 in conjunction with the NW CT Chamber of Commerce. The campus also partnered with the Chamber to host a well-attended conference with the Connecticut Business & Industry Association unveiling the results of a local business survey (September 23, 2008); Commissioner Joan McDonald (DECD) presented.

Additionally, the following agencies and organizations used the facilities of the Eads Classroom Building throughout the year:

- The CT Department of Environmental Protection
- The CT Land Use Academy
- Explorations Charter School
- Community Foundation of Northwest Connecticut
- Family Strides

- Allied Community Resources
- Highlander Transition Academy
- Girl Scouts
- NW CT Arts Council
- NW CT Chamber of Commerce
- NCCC Motorcycle Safety Course
- Susan B. Anthony Project
- Substance Abuse Action Council (SAAC) – Northwest Task Force
- Litchfield County Farm Bureau
- Torrington Community Gardens
- McCall Foundation

### ***Litchfield County Cooperative Extension Center***

The Litchfield County Extension Center houses faculty and staff in the Department of Extension. Faculty and staff of the center conduct outreach education with individuals and groups throughout Connecticut in the areas of 4H and Youth Development, Sustainable Greenhouse Program, and Dairy & Livestock Production.

The 4-H Program currently has approximately 400 youth enrolled in traditional club work. 4-H Clubs are small groups of youth ranging in age from 7-19 who come together under the direction of a volunteer leader to learn about a topic area or project. Project clubs currently include horses, reptiles, dairy cattle, beef cattle, sewing, sheep, goats, swine, rabbits, dogs, gardening and home arts. 4-H reached an additional 300 youth through programs conducted in conjunction with town parks and recreation programs throughout Litchfield County.

Program emphasis for the Sustainable Greenhouse Program is to keep growers and retailers produce high quality, pest-free crops in an environmentally responsible manner. During full season hands-on training sessions growers learn how to identify: pests, nutritional and cultural problems, and to find sustainable solutions. Currently 14 growers throughout the state are participating in the program. These growers have approximately 20 acres of production greenhouse. In addition to the operations participating in the weekly visits all greenhouse growers may take advantage of numerous workshops, regional conferences and publications, both in print and on line. Email alerts are sent to >500 growers weekly and are archived on line at [www.nogreenhouseupdate.info](http://www.nogreenhouseupdate.info).

The Dairy & Livestock Production program is focused on sustainability and environmental risk management. Farm operators are trained to manage manure and fertilizer nutrients in a manner that poses the least chance of polluting the environment, without sacrificing yield. Twenty-two farms producing crops on 12,482 acres are currently cooperating on the project. These farms spread approximately 18 million pounds of manure each year.

The Litchfield County Extension program is a provider of parenting education classes mandated by the CT judicial system for parents who are going through a divorce. These “Parenting Apart” classes train parents in what to expect from children in divorce situations. These classes were attended by 150 individuals last year.

The Master Gardener program conducts a training program in the spring for approximately 50 adults. The course involves an all day training each Wednesday from January through April. Upon completion these “students” give back to the community through by providing 60 hours of service to local gardeners and the general public by answering gardening questions from consumers, manning booths at area fairs to answer questions and holding lectures and workshops for the general public. The number of consumers coming to the office to consult with Master Gardeners averages between 100 and 150 annually.

Outside groups use the facilities of the Litchfield County Extension Center on numerous occasions throughout the year. The sixteen organizations and agencies listed below used the Center on 83 separate occasions in 2008.

CT Forestry Association  
 NW Mental Health Authority  
 Torrington Area Health  
 Litchfield County Dairy Committee  
 CT Department of Environmental Protection  
 Litchfield Hills Council of Elected Officials  
 Northwest CT Council of Governments  
 CT Dairy of Distinction Committee  
 CT Farm Bureau  
 CT Association of Retired State Employees  
 CT State Elections Enforcement Commission  
 NW CT Chamber of Commerce  
 CT Substance Abuse Action Council  
 CT Department of Agriculture  
 CT Transportation Institute  
 NW CT Dog Club

The faculty and staff in the Litchfield Center used the facility to provide an additional 67 educational workshops.

Eight 4-H Clubs use the Litchfield Extension Center as the meeting place of choice for their regular meetings. These groups used the center an on additional 91 separate occasions.

The Center has also provided the venue for Torrington Campus and University events on 8 other occasions bringing the total count to 249 days out of the year, that someone used the to provide an educational program for citizens of CT and surrounding states.

## **5. PHYSICAL PLANT INFRASTRUCTURE AS IMPACTING ACADEMIC GOALS**

The Torrington campus ADA renovation project (total budget approximately \$825,000.00) is now 95% completed.

The student lounge is the center of student activity on the Torrington Campus. Students relax, watch television, play games, study or talk and use computers in the student lounge. Just off the student lounge, the UConn Co-op serves as the official bookstore for the University of

Connecticut and carries snacks and supplies. Also within the student lounge is Chiane's Gourmet Cafe & Coffee Bar. Chiane's serves breakfast, lunch and dinner and specializes in homemade soups, salads, sandwiches.

Conversations with Optiwind, a Torrington-based startup company that designs and builds wind turbines for electricity production, have resulted in the erection of two test towers to measure wind velocity and volume. We continue to work with Optiwind (as well as with folks from AES and Contract Management at Storrs) to establish an agreement for the installation of a permanent beta-tower for electricity production as part of the University's movement to identify green sources of energy.

In addition, the following facilities projects were completed this year:

- Completed installation of an interior Nextel booster antenna system at Torrington, at no cost to the University
- Completed an extensive drainage repair project at the rear of the Cooperative Extension building
- Installed a new interior sign and a created a display area for community award plaques in the meeting room at the Extension building
- Whitson Gallery room renovations have continued—with a scheduled completion by the beginning of the fall 2009 semester
- Painting of toilet rooms in the classroom building
- Upgrades to electrical service within the classroom building
- Replacement of all toilet room fixtures in the classroom building with low consumption automatic flush valves, faucets and toilets
- Painted Student Government recreation space
- Installed a roof top AC unit for staff offices
- Installed new HVAC damper at the Extension Center to balance heat/ac in the office
- Installed new sink and counter tops at the Extension Center
- We have contracted with Siemens for HVAC analysis of the building to improve heat comfort levels
- A new ATM machine was installed in the undergraduate building—after many years of requests from students and members of the public



**THE UNIVERSITY OF CONNECTICUT  
WATERBURY CAMPUS  
ANNUAL REPORT TO THE SENATE 2008/2009**

**1. Mission Statement**

The University of Connecticut's Waterbury campus promotes the personal growth of students of all ages and economic circumstances through intellectual achievement, enhanced leadership skills, and workforce development. The campus provides access to lifelong learning and community engagement through its academic programs and provides entry to the more than one hundred undergraduate programs available at the University of Connecticut. The Waterbury regional campus is committed to developing important interaction between its student body, faculty and the community.

**2. Undergraduate Education**

**a) Enrollment Management**

Over the last five years, the mission of the Waterbury campus has expanded significantly to include several four-year degree programs. A steadily increasing number of students wish to complete their UConn degree at the Waterbury campus.

The result has been that our enrollment continues to grow significantly. Total new student enrollment increased 5.1% (332 to 349) between the 2007-2008 and 2008-2009 academic years. More specifically, new freshmen enrollment increased 2.8% (289 to 297) while transfer student enrollment increased nearly 21% (43 to 52) during that time. In addition, undergraduate full-time equivalent (FTE) increased a little more than 6%. Total enrollment for the fall 2008 semester, undergraduate and graduate, was up approximately 8% from fall 2007. Total enrollment at the Waterbury campus for the fall 2008 semester was approximately 1,100 students.

In the past the only degree completion option at the Waterbury campus was the Bachelor of General Studies program. Since 2000, the campus has seen the addition of five bachelor degree programs and in the fall of 2009 the campus will add the four year English degree program. Starting with the fall 2009 semester, there will be seven bachelor degree program options for students at the Waterbury campus. The campus offers four graduate degree programs and course work toward the Master of Social Work. Of our approximately 1,100 students, 138 are currently enrolled in new Bachelor degree programs, 100 students are enrolled in the BGS program, and 154 are enrolled in graduate programs.

**b) Degree Programs**

In addition to the four year degree programs offered in Waterbury, the campus provides entry to the more than one hundred undergraduate programs offered at the University of Connecticut. However, many students who begin their academic careers at the Waterbury campus now choose to complete their undergraduate degrees here. The number of students choosing this option continues to grow. The Waterbury campus currently offers the following majors:

American Studies  
Business and Technology  
English – *starting fall 2009 semester*  
General Studies  
Human Development and Family Studies  
Psychology  
Urban and Community Studies

### **c) Student Enrichment**

#### *Career Services*

The campus is very pleased to report a new part-time professional Career Counselor, hired in January of 2009 and reporting to the Waterbury campus Office of Student Affairs. For the three previous semesters, the position was staffed via a special payroll position. In the time this service has been made available to Waterbury campus students the counselor has held 305 individual career counseling appointments with 204 students, counseling on topics ranging from choosing a major to study abroad options. In addition to these one hour individual appointments, the counselor met with an additional 112 students on a drop-in basis. The Career Counselor also conducted presentations to a total of 307 students. Activities and topics included in these presentations included the administering of the Myers-Briggs Type Indicator, an overview of Career Services, resume building, and information sessions on UConn's Study Abroad programs. For the spring 2009 semester, the office has collaborated with students, staff, and faculty to organize and present a Law School Forum, Study Abroad Fair, and co-sponsor a Community Service Fair at the Waterbury campus.

The Career Counselor has established relationships and hosted on-campus recruiting with community organizations and employers in an effort to develop partnerships and ensure that UConn Waterbury students can secure jobs, internships and volunteer opportunities.

### **d) Student Services**

#### *Student Services Suite*

The Student Services suite on the Waterbury campus houses the campus bursar, registrar, career services, student affairs, academic advising, BGS and admissions. During business hours, the professional staff in the suite continues to assist students with a variety of needs. The centrally-located suite makes it possible to achieve the campus's customer-service goals of convenience and superior service for our faculty, staff and students on the UConn Waterbury campus.

Beginning with the fall 2008 semester due to budget constraints and limited staff, the campus is no longer able to keep the suite open for services during evening hours. The Waterbury campus Student Services Coordinator hired and trained student workers to answer general questions at the information desk until the start of evening classes. These highly-trained student workers have done a tremendous job in maintaining quality customer service to our population. This creative solution has worked well. Unfortunately though, students and faculty no longer enjoy the level of service they did when the Student Services Suite was open for extended evening hours and staffed by a professional employee.

#### *Student Affairs*

The Waterbury campus Office of Student Affairs organized several major campus programs throughout the 2008/2009 academic year. These included the New Student and Parent Orientations and the Annual Award Ceremony. Student Affairs took over the responsibility for advertising events to the campus community utilizing the first floor plasma screens and the Waterbury Campus Events Calendar.

Our Freshman Year Experience Coordinator fine-tuned the student Summer Registration Assistant Program where current Waterbury undergraduates work with professional staff to advise incoming students. The program allowed for more individual attention to the entering UConn class.

The Office of Student Affairs also oversees the campus website. Major changes this past year were the addition of the campus Events Calendar for the home page and the inclusion of a Veteran's Affairs information page.

### *Student Support Services (SSS)*

Students in the Student Support Services program at the Waterbury campus continue to thrive academically, culturally, and socially. The goal of SSS is to increase college retention and graduation rates of low-income and first generation students. Students are exhibiting their commitment to the University community as well as the outside community through the Associated Student Government, Peer Tutoring and Mentoring Programs, and other ethnic and academic organizations on campus. The first year students are participating in a Service-Learning FYE Class.

## **3. Research - Faculty Scholarly/Prof Activities, Achievements, & Faculty Support**

### **a) Faculty Activities and Achievements**

The Waterbury campus is fully committed to the scholarly pursuit of research, both within the ranks of faculty and within the student population. The Waterbury campus faculty continues to excel in scholarly and professional pursuits. The Waterbury campus faculty has an excellent record of teaching at the undergraduate and graduate level at the Waterbury campus, at other regional campuses, and at the Storrs campus. Our faculty members advise undergraduate students and supervise graduate students and chair dissertation committees. They are active members, and in some cases officers, for campus, University, and community committees. Waterbury campus faculty members engage in a number of professional and academic activities and are members of their respective professional organizations and societies. The following are examples of some of the outstanding accomplishments of the Waterbury campus faculty this past year.

- Full-Length Refereed Journal Articles
- Published Book Chapters
- Published Articles in Peer-Reviewed On-Line Publications
- Conference Presentations and Panel Chairs in Denver, Colorado; Orlando, Florida; University of Connecticut; San Francisco, California; Boston, Massachusetts; Hampstead, New York; Bowdoin College, Maine; San Antonio, Texas; Worcester, Massachusetts; Providence, Rhode Island; Geneva, Switzerland; LaRochelle, France; Castlemania, Vancouver British Columbia; Durban, South Africa; Galway, Ireland; Dublin, Ireland.
- Board and Committee Members
- Grant Recipients
- Fellowship Recipients
- Awards: Association for Gerontology in Higher Education 2009 Distinguished Teacher Award , 2009 AAUP Excellence Award – Teaching Promise and Development
- Field Studies
- Script Writer and Director of the New York Philharmonic Young People's Concert Series
- Speaking Engagements in Toronto, Canada; Orlando, Florida; Boston, Massachusetts; and Manchester, CT's Chapter of Hadassah Education Night.
- Campus Research Talk Series

### **b) Faculty Support**

To support faculty professional and instructional development the campus instituted a fund beginning in the 2008/2009 academic year that is administered by the faculty for the faculty. This year the fund supported honorariums for speakers on campus, the presentation of a film, and the purchase of DVDs.

### **c) Instructional Technology**

Technology and technology support is a high priority at the Waterbury campus. Instructional technology brings class material to life in a way that stimulates students' minds and facilitates learning. Incorporating multimedia in the classroom significantly improves students' ability to recall elementary facts, as well as improve their understanding of intricate and complex systems.

As faculty demand for technology increases, appropriate on-site technical support and equipment upgrades are needed. Daily IT, telecommunications and media support is handled locally at the regional campus level. All Waterbury Hi-Tech and iTV classrooms are being utilized to the fullest. The campus now boasts 14 state-of-the-art AV/multi-media learning environments that are being used 15 hours per day. Local IT multi-media services coupled with telecommunication including cell phones, PC/Desktop, computer lab support and training of the highest quality are important. Quality local support at the regional level allows instructors to focus on what they do best, teach and engage students.

### **d) Institute for Teaching and Learning – Instructional Consultant**

In partnership with the Institute for Teaching and Learning (ITL) the campus hires an Instructional Consultant each semester through special payroll. This position is an essential faculty support service at the Waterbury campus. The campus ITL Instructional Consultant (formerly known as Faculty Liaison), identified two key areas of faculty support needed at the Waterbury campus. These areas were assistance with instructional technology and opportunities to meet with other instructors to discuss teaching strategies.

This year, the Instructional Consultant at the Waterbury campus coordinated the hiring of three Student Educational Technology Assistants (SETAs). One student has already been assigned to a faculty member to help scan images and turn them into a PowerPoint presentation. All SETAs have begun HuskyCT training with the Instructional Resource Center. Once the SETAs are fully trained, the program will be introduced to faculty and the Instructional Consultant will assign SETAs to work with faculty to meet their educational technology needs. Faculty may choose to be trained in a desired technology by a SETA or the faculty member can assign tasks to the SETA, such as upload a syllabus and other handouts onto HuskyCT. Ideally, the SETAs will help faculty prepare for classes they're teaching next semester. The SETAs are also available "on call" for faculty who have questions or problems that need to be addressed immediately.

The Instructional Consultant's office will now have a virtual presence both on the ITL website and the Waterbury campus website. The new site is currently in the design phase and will be ready at the end of the spring 2009 semester.

Finally, the Instructional Consultant is working with Dr. Ruth Glasser to assist with a service learning course project. Roughly 10-12 faculty members are considering the inclusion of a service learning component in their classes next semester and the Instructional Consultant will be available to help with course design.

#### **4. Graduate Education**

The following graduate programs are offered at the Waterbury campus:

Master of Business Administration (MBA)  
 Master of Science in Nursing  
 Master's Entry into Nursing (MbEIN) - Accelerated Pre-Licensure Program  
 Teacher Certification Program for College Graduates (TCPCG)  
 Course work toward the Master of Social Work

Of the 1,100 students enrolled this academic year at the Waterbury campus, 154 students were enrolled in a graduate program. In addition to these 154 students, 51 students are enrolled this year in courses offered in Waterbury by the School of Social Work.

#### **5. Public Engagement**

##### **a) Community Outreach Initiatives**

The Osher Lifelong Learning Institute at the University of Connecticut, a community-based outreach initiative, continues to thrive. The application for 2009-2010 funding, in the form of a \$100,000 grant is underway. During 2008, OLLI at UConn enrolled over four hundred and fifty (450) individuals. OLLI has served members from over fifty five (55) cities and towns in Connecticut. OLLI continues to partner with University departments and external organizations. OLLI sponsored or co-sponsored over one hundred (100) courses and programs in 2008. Programs include author talks, research lectures, special lectures, and panel discussions. OLLI was recognized for the second year in a row by the Provost's Office for excellence in outreach and public engagement.

##### **b) Community Outreach Activities**

Waterbury campus faculty and staff continue to be actively engaged in community outreach as evidenced by the following initiatives and activities:

- Kimberli Treadwell, Ph.D., Associate Professor of Psychology has established a research partnership with several area schools at the elementary, middle school, and high school levels. Dr. Treadwell coordinates field experience placement with psychology students in multiple Waterbury sites, including schools, community mental health, residential, and correctional facilities. Research activities focus on cognitive approaches to understanding the development and treatment of anxiety and its disorders in children and adolescents. School-based research also focuses on outcomes of academic success and intervention options. She also recruits from schools, area hospitals, and community agencies for an ongoing clinical trial for the treatment of obsessive compulsive disorder in children and adolescents. Field experiences provide students with practical experience in understanding the multiple applications of psychology to work environments after school.
- During the fall of 2008, Dr. Ruth Glasser offered a course entitled: *Immigrants and the Shaping of American History* and featured the attendance of five OLLI members as well as undergraduate students. The undergraduate students interviewed people from a variety of countries. In three cases, the students paired with OLLI members to conduct the interviews. This was a highly successful collaboration resulting in new materials for an archive and thoughtful papers. Special visits by immigrant restaurateurs and by a Hungarian displaced person now living in CT also added a community component to the course.

- In the fall of 2008, Dr. Glasser's course, *Introduction to Urban and Community Studies*, hosted its fourth successful year of service learning. Students participated for six weeks in volunteer work at a variety of local agencies tackling poverty in a multitude of ways, journaling and connecting their experience along the way to their readings and to class discussions. Student evaluations were overwhelmingly positive, most students saying that hands-on experience is an invaluable way to learn about urban problems. Agencies were pleased as well. This was the fourth year working with the Greater Waterbury Interfaith Ministries, which hosts a soup kitchen and a food pantry, and the third year working with the Waterbury Boys and Girls Club. The latter collaboration is run by an alumna of the *Introduction to Urban and Community Studies* course.
- During the spring of 2009, Dr. Glasser's course, *Exploring Your Community*, took on a new project: a guidebook to hidden aspects of Waterbury. Building on tours of downtown Waterbury featuring its economic development, architecture, brown fields, and even its storm sewers, along with their own original research, students are writing their own guidebook entries to be posted on a web site coordinated with the Main Street Waterbury program and the Northwestern CT Convention and Visitors Bureau.
- Dr. Glasser and the Urban Studies Program Specialist, Gregg Gorneault, are working with Betsy Pittman, University Archivist and Curator for Political and Connecticut History Collections at the Dodd Center, to upload the more than 100 oral histories conducted by students in Dr. Glasser's classes. Full texts of these interviews are now appearing on the Dodd Center website and are available for use by scholars and the general public.
- Dr. Glasser gave several presentations to other educational institutions and community groups including: a lecture on Dominicans and Puerto Ricans in Waterbury for Naugatuck Valley Community College's Hispanic Heritage Month event; a lecture on US immigration history and myths to the Connecticut Center for a New Economy; a workshop on doing oral history for a 'Homegrown History' conference held at the UConn Torrington campus.
- Dr. Laura Donorfio, Assistant Professor of Human Development and Family Studies, has engaged her students in formal and informal partnerships with community organizations to enhance curriculum and provide internship opportunities. Some of the organizations include New Opportunities of Greater Waterbury, Bergin Funeral Home, Angels Watching Over You, VNA Hospice, Loudon Legal Group, Women's Center for Health, Department of Child and Families, Safe Haven, The McAuley Retirement Community, and the United Way. Dr. Donorfio has also engaged students in hands-on community research through an internship at the Osher Lifelong Learning Institute.
- In November 2008, UConn Waterbury students and staff participated in a food distribution program for needy families and individuals in partnership with the Connecticut Food Bank. UConn Waterbury students have also been engaged in civic and community outreach that touches the lives of diverse constituents in the City of Waterbury through a fall and spring Blood Drive, mentoring through Nutmeg Big Brothers/Big Sisters, and participation in Waterbury's "Mardi Gross," a program that provides a safe Halloween environment for city youth.
- Lillie Wright, Regional Coordinator of CAP/SSS, served on the national and state boards of the Association of Educational Opportunity Programs during the fall of 2008. She has also served on the planning committee for the national conference set for spring 2009. She also represents the campus in statewide planning for "College Goal Sunday," a program designed to assist first generation and low income student and their parents with the financial aid process.

- UConn Waterbury spearheaded a new partnership with the School of Social Work, by establishing a Service Learning Intern. Peg Ragaini, School of Social Work Intern, has done the following since summer 2008:
  - Collaborated with Julia Yakovich, the Director of the Office of Service Learning; Susan Hyde-Wick of Career Services; Shelley Roseman of University Libraries; Matt Farley, Community Outreach; and Louise Simmons, School of Social Work.
  - Coordinated a series of Faculty/Staff Workshops on Service Learning. Faculty members have identified courses they would like to become service learning courses and have begun work on the syllabus. The faculty members that are actively engaged in service learning implementation for the fall 2009 semester are: Ruth Glasser, Lisa Zowada, Ellen Carillo (later than fall 2009 implementation), Paula Philbrick, and Laura Donorfio. Nick Easton (Public Administration) and Lillie Wright (INTD) are currently piloting service learning courses. Nick Easton is offering his students the option of working with a community agency/government office of their choice or selecting one of five options developed through the service learning initiative. Lillie Wright's students are completing a short mentoring program with high school juniors at the Waterbury Arts Magnet School.
  - Developed baseline relationships with eleven organizations that have expressed interest in partnering with UCONN Waterbury in relation to community volunteerism and potential service learning initiatives on a limited basis. The majority of these organizations are within walking distance of the campus.
  - Planned, in collaboration with Susan Hyde-Wick of Career Services, a Community Organization Fair on April 16, 2009<sup>h</sup> at UConn Waterbury. The purpose of the fair is to provide faculty and students an opportunity to meet staff in local organizations. Community organizations will be able to speak to students, staff, and faculty about service learning, volunteering, internships, and employment opportunities. A list of participating agencies is being prepared. In addition, faculty have received contact sheets of organizations interested in service learning partnerships and several faculty have initiated contacts. So far, we have developed opportunities with Nutmeg Big Brothers Big Sisters; Waterbury Arts Magnet School; New Opportunities, Inc.; Boys and Girls Club of Greater Waterbury; voter education with Steve Schrag of Western Connecticut Central Labor Council-Waterbury; Waterbury Youth Services; Waterbury Office of the Mayor; Waterbury Department of Public Works; Connecticut Community Fund; Grace Baptist Church; Waterbury Development Corporation; and the Brass City Harvest.
  - Organized and registered 82 new voters in September by hosting a voter registration table in the main lobby of the campus. This effort also signaled the beginning of raising student awareness about civic engagement opportunities connected to the UCONN Waterbury campus.

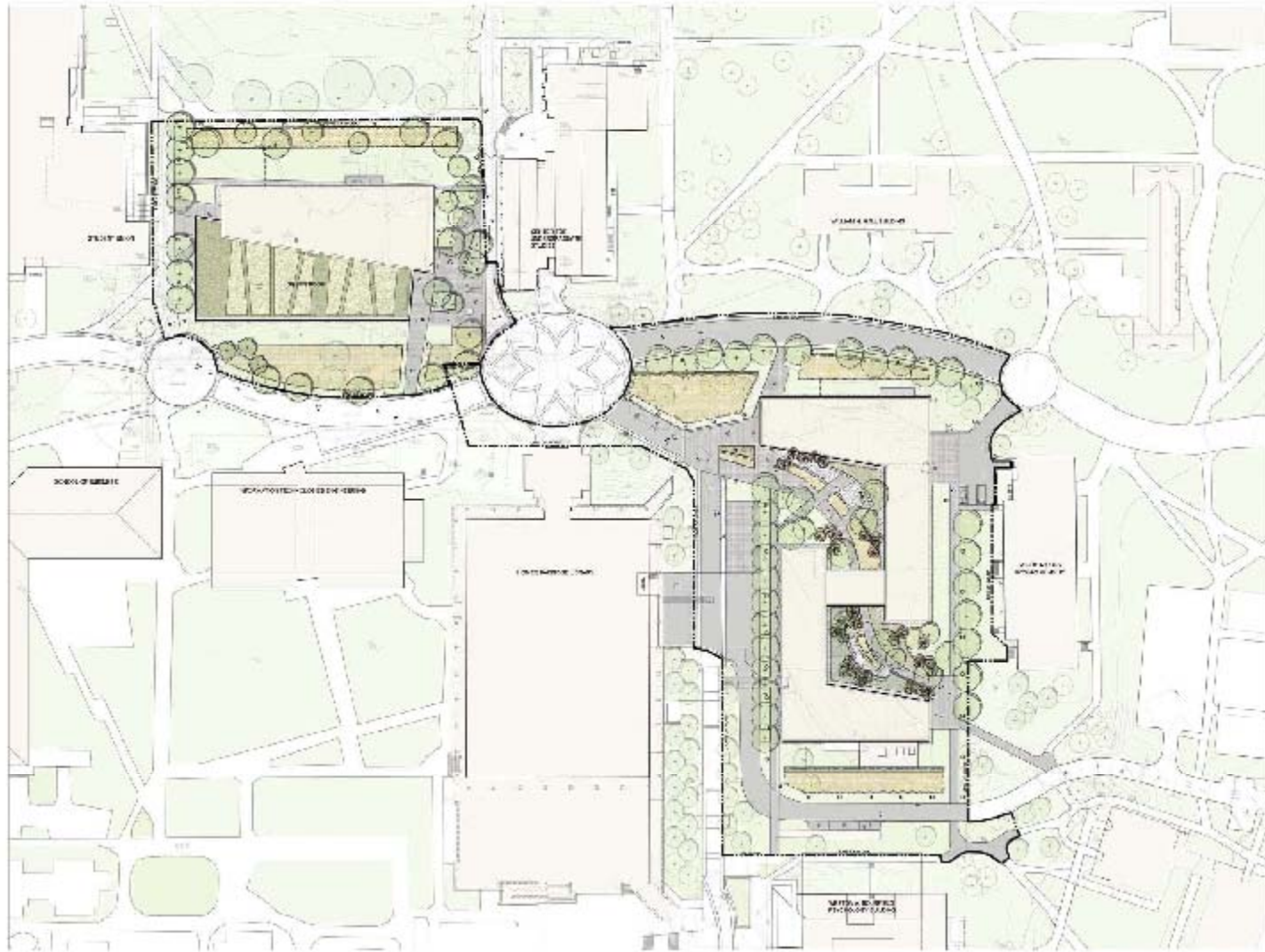
## **6. Physical Plant and Infrastructure**

At the start of the fall 2008 semester, the campus completed a facilities project which increased adjunct faculty space. The campus has more than 60 adjunct faculty and prior to the completion of the project the campus only provided part-time faculty with one small work room with 4-6 work stations and no space for individual student conferences. The project created an additional conference style work space utilizing unused hallway space.

Enrollment at the Waterbury campus is fast approaching the 1200 maximum enrollment for which the campus was designed. As we continue to add additional courses and programs, we will soon reach this maximum capacity for the campus. We continue to explore options for more space, including better use of and expansion of the current facility and exploring use of existing space within the downtown Waterbury area. The campus goal of a fourth wing would address the needs of our current and proposed programs and would include, but would not be limited to, the following:

- Additional classrooms
- Additional laboratories
- Additional research space
- Additional high tech classrooms
- Additional student space (This would include space for student clubs, student study space, lounge space, meeting space, and recreational/activity space.)
- Cafeteria / food service and dining space
- Additional adjunct office space with university computers
- Office space for new faculty and staff





ROOF LANDSCAPE PLAN  
N.T.S.

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2006





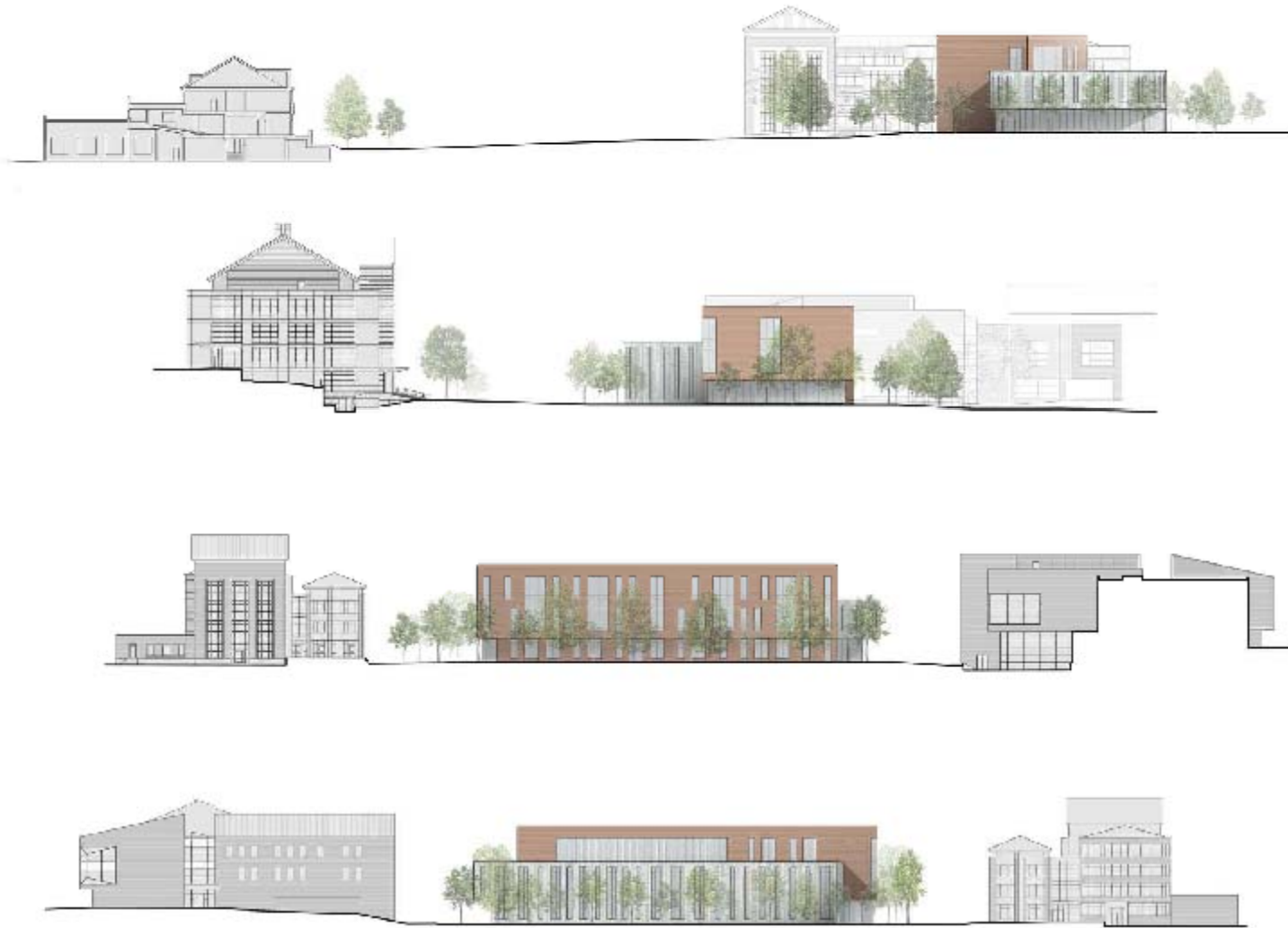
WEST BUILDING PERSPECTIVE  
VIEW TO THE WEST ALONG FAIRFIELD WAY

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ OCTOBER 8, 2008



WEST BUILDING PERSPECTIVE  
VIEW TO THE SOUTH ALONG ACADEMIC WAY

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2008



WEST BUILDING SITE ELEVATIONS  
N.T.S.

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2008



EAST BUILDING PERSPECTIVE  
VIEW TO THE EAST ALONG FAIRFIELD WAY

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2008



EAST BUILDING PERSPECTIVE  
VIEW TO THE NORTH ALONG ACADEMIC WAY

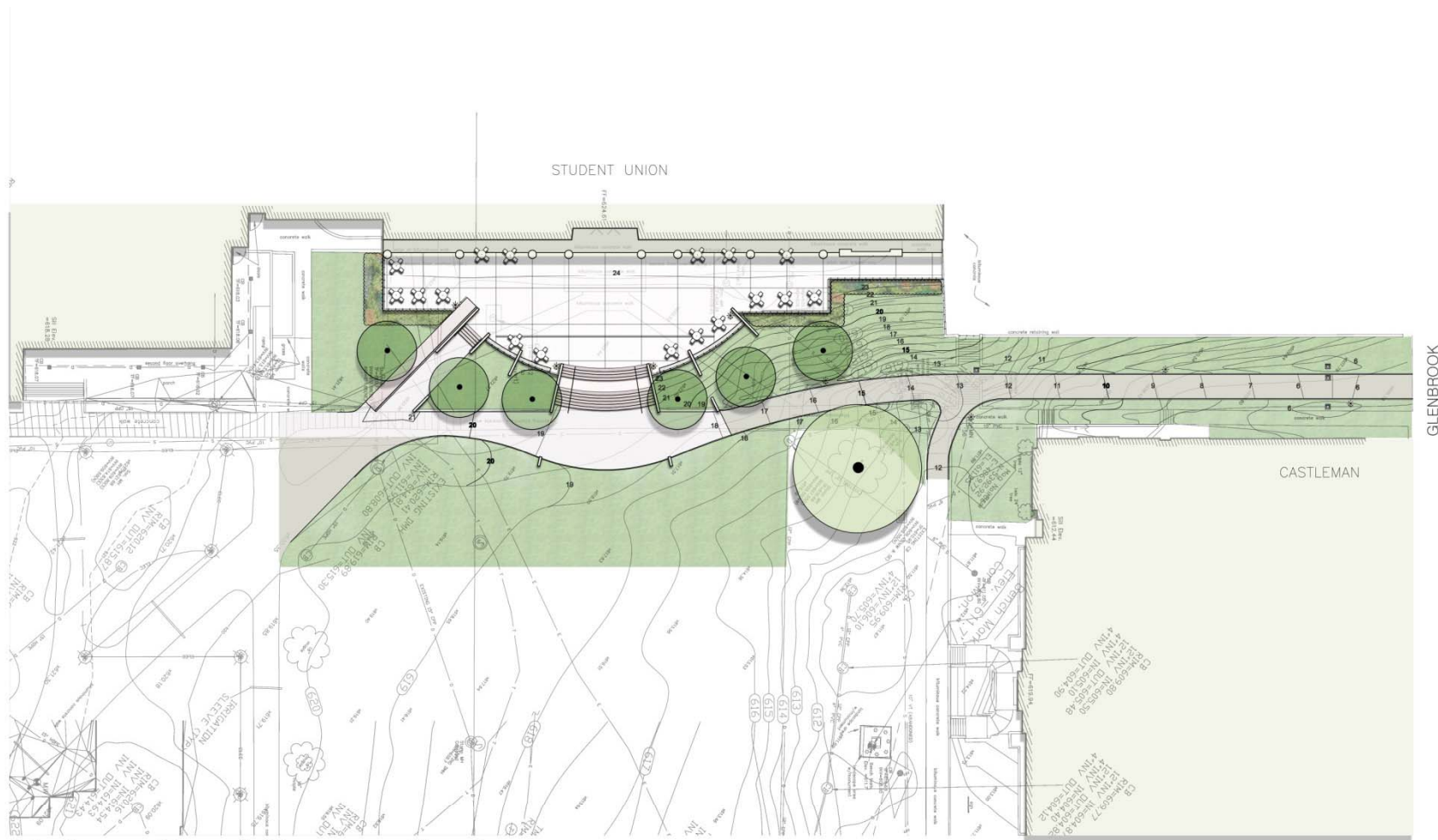
UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2008



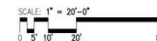
EAST BUILDING SITE ELEVATIONS  
N.I.S.

UNIVERSITY OF CONNECTICUT NEW SOCIAL SCIENCES & CLASSROOM BUILDINGS  
LEERS WEINZAPFEL ASSOCIATES ■ JULY 25, 2006





**University of Connecticut**  
**Student Union Terrace**  
**Preliminary Design**  
February 20, 2009



**C R J : A**  
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**2008-09 Annual Report**  
**President's Athletic Advisory Committee (PAAC)**  
**University Senate Presentation**  
**May 4, 2009**

Following up on a very positive NCAA recertification report received in May of the 2007-2008 academic year, the PAAC reaffirmed its commitment to play an integral role in the University's mission to maintain institutional control of intercollegiate athletics as required by the NCAA constitution.

**Academic Subcommittee**

The Academic Subcommittee continued its review of the relatively new APR metric. This year **all** of our 24 Intercollegiate Athletic teams exceeded the NCAA standards for Academic Progress Rates, several boasting perfect scores. Overall the 2008-2009 academic year was a very successful year for athletes in the classroom as student-athletes exceeded their positive past academic performances. Over **40%** of participating student-athletes achieved grade point averages of 3.0 or better while the academic dismissal rate for student-athletes remained around **1%**. This past year, 120 UConn students were named to the Big East All-Academic Team and 15 students earned perfect 4.0 grade point averages.

**Faculty/Staff Relations Subcommittee**

The faculty and staff relations subcommittee of PAAC continued the faculty/staff breakfast meetings to facilitate communications with faculty, staff and representatives from the Division of Athletics and PAAC. The breakfasts continue to be very successful and numerous issues are raised and addressed during the year.

The subcommittee is continuing its pursuit of 'fully integrating athletics into the academic fabric' by investigating mechanisms for promoting joint academic and athletic events. The Big East Academic Consortium is still on the table. However the committee is excited about the "Guest Coach" concept which has been utilized at Oklahoma to provide faculty insight into the roles and experiences of both coaches and student-athletes. They discussed the possibility of expanding the application group to "Guest Athletic Director" and "Guest Faculty/Academic Administrator" to provide an appreciation for each other's challenges through role reversal. Other applications could include "Guest Proctor" during team travel.

**Budget and Facilities Subcommittee**

The budget and facilities committee continued its annual review of the budget for the Division of Athletics. The completion of two major agreements with IMG and NIKE provide a cash component that is especially crucial during these economic times. Athletics is closely monitoring the athletic budget. Cutting sport programs

would not be in the best interest of the Department for a number of reasons. Athletics is doing their part to assist and be conscientious of spending. The Division of Athletics budget continues to provide nearly \$9 million for scholarships. Of this total, \$700,000 is used to fund summer school. The Division of Athletics has received a \$450,000 grant from SBM Charitable Foundation to continue the community outreach program for the next three years.

### **Diversity and Equity Subcommittee**

The Diversity and Equity Subcommittee continued its review of the Title IX report, the University's Diversity and Equity plans for the Division of Athletics and met with the Director of the Office of Diversity and Equity. They will also review the student-athlete survey and exit interview results related to diversity and equity issues once they are available.

### **Institutional Certification and Compliance Subcommittee**

This committee membership is relatively new so the Compliance Office staff provided an overview of the office function and operations and the discussion focused on their education efforts.

### **Student Life Subcommittee**

The PAAC Student Life Subcommittee has identified two student life focused initiatives specific to student athletes. The first is to strengthen and broaden efforts and activities in the context of peer education. The Female Athlete Peer Education group, which is comprised of representatives from all UConn Women's sports' teams, provides a means of communicating various aspects of student life and campus resources (i.e., career counseling, campus presentations, and student health services) to student athletes. This group can serve as a conduit of information of significance to student life to all sports teams and their respective student athletes. The second initiative involves mainstreaming student athletes as much as possible and as is appropriate into student orientation and related activities such as Husky WOW. These efforts will assist student athletes in becoming more immersed in campus life and aware of activities and opportunities that will be of benefit and contribute to their total experience as college students.

### **PAAC Meeting Agenda Items**

Some of the activities of the regular PAAC meetings during the year included:

The committee enjoyed a lively discussion with President Hogan who was an invited guest to a meeting in the fall. The President and the committee engaged in dialog regarding a myriad of issues ranging from academic performance to budget reductions.

A panel discussion facilitated by Nancy Rodriguez, Professor of Nutritional Sciences and chair of the Student Life subcommittee of PAAC. The panel consisted of members of the Female Athlete Performance Committee (FAPC)

whose focus is on the treatment, education and research geared toward female athletes.

The staff of the Counseling Program for Intercollegiate Athletes (CPIA) visited PAAC to discuss their roles in the support and development of student-athletes.

### **A Few Student-Athlete Highlights**

- The University of Connecticut has been recognized by the National Consortium for Sport in Society as having one of the top Degree Completion Programs in the country, attracting student-athletes from as long ago as 15 years to return to UCONN to complete their degrees.
- This past year, the University of Connecticut football program had the highest NCAA Graduation Success Rate (GSR) for African-American student-athletes (83 percent) among all state universities that participated in a bowl game.
- The American Football Coaches Association (AFCA) has recognized UCONN for reaching a 70 percent or better graduation rate, the fourth time in six years.
- For the past 18 years, 99% of UCONN student-athletes have been eligible to compete in intercollegiate athletic competition and have graduated at a rate comparable to the general student population.
- Last semester, 8 of our intercollegiate teams achieved grade point averages of 3.0 or better.

**ANNUAL REPORT OF  
THE PARKING ADVISORY COMMITTEE  
TO THE UNIVERSITY OF CONNECTICUT SENATE  
May 4, 2009**

The Parking Advisory Committee met four times during Academic Year 2008-2009.

It was a busy year for the PAC, with many developments. Highlights include:

\*The new Parking Lot C, which is located off of North Hillside Road and contains 556 spaces, has opened. It is anticipated that when North Hillside Road is completed and links up with Route 44, campus vehicular patterns will be affected and Lot C will be heavily utilized. Lot C, which caps the old Landfill, is available to employees, students with a paid University of Connecticut parking permit. Shuttle buses service this lot.

\*The Transportation Office stopped publishing paper bus route schedules to save money. Routes are posted at bus stops around campus and on the Parking/ Transportation Offices website.

\*The lease in X lot is in the eighth year of a ten year lease. It is unclear what will happen when the lease expires.

\*The vehicle system operated by Enterprise Car Rental company became operational.

\*Airport shuttles remain popular.

\*Bus service on Hunting Lodge Road has been curtailed during certain parts of the week. The Apartment Shuttle runs on Hunting Lodge Road night and day during the week, but not on weekends. The Late-Night shuttle no longer runs down Hunting Lodge Road.

\*This year the Parking Office implemented on-line parking renewals for employees. This new process has proven popular and has saved a large amount of staff time.

\*The USG members of the PAC raised issues regarding whether commuter students are being serviced as effectively as possible. USG conducted a survey of students and presented the results to the PAC at its April 14 meeting. At its fall meeting the PAC will discuss what changes might be desirable, based on these data.

Respectfully submitted,

Karla Fox  
Chair, University of Connecticut Parking Advisory Committee

## Commencement Committee Annual Report to the Senate May 4, 2009

The commencement committee, whose members are recognized through the President's Office, is comprised of staff from the departments of public safety, parking, facilities, operations, food services, University events, public relations, Gampel management, ITL, and the Registrar. In addition, membership includes the Alumni Association, the Student Union, Senior Year Experience, USG, Students with Disabilities and the UConn Co-op. Academically we have about 5 members of the faculty, administrators from the President's Office and the Graduate School. The committee was staffed and supported by Jennifer Morenus from May until October 2008 after which Lauren Douglas took responsibility for the position. Information from the office is also available through our Web site at <http://commencement.uconn.edu>.

The members of this committee, and those of the school and college committees, are dedicated, without reservation, to making the Commencement and Convocation ceremonies a part of a happy and memorable family experience. Many go far beyond their normal work expectations to accommodate the needs of the occasion and deserve the whole University's thanks.

Particularly, I would like to recognize the work of Shirley Rakos, from the UConn Co-op, who has taken on the task of, not only, supplying caps and gowns to over 3,000 students, but also of issuing 20,000 guests' tickets. She works closely with Carolyn Lindlau and Gail Millerd to ensure that all guest tickets are distributed properly. The Co-op, as well as the registrar's office and the graduate school, provides me with the detailed estimated attendance data, on a day-by-day basis, that allows me and the school and college committees, to plan seating and guest ticket allocations.

For the May 2008 commencement, we made a few more changes in how the ceremonies were carried out, with twelve separate ceremonies for all schools and colleges as follows:

### **Saturday, May 10:**

<b>Saturday</b>	<b>9am</b>	<b>10 am</b>	<b>2 pm</b>	<b>5 pm</b>
Gampel			Graduate School	
Jorgensen		Social Work Awards		Fine Arts
Rome	PharmD			Pharmacy

### **Sunday, May 11:**

<b>Sunday</b>	<b>9 am</b>	<b>12:30 pm</b>	<b>4 pm</b>
<b>Gampel</b>	Business	Agriculture	CLAS
<b>Jorgensen</b>	Education	Engineering	Nursing
<b>Rome</b>		<b>2:30 pm CCS</b>	

With the advent of the separate commencement ceremonies for each of the schools and colleges, they have had to shoulder some of the responsibility for planning and executing their ceremonies by forming their own commencement committees and recruiting marshals. I tip my hat to them for a job well done!

On August 22, 2008, Convocation was held in Gampel Pavilion with President Mike Hogan presiding. The speakers for the event were Peter Nicholls, Lee Melvin, Dolan Evanovich, Ryan McHardy and Mike Hogan. Regina Barreca was our special guest speaker. The event was very successful with Gampel being nearly full.

On December 14, 2008 the fall/winter Commencement Ceremony was held in Gampel Pavilion with Denis McCarthy (BS 1964, MS 1965) as the commencement speaker. The weather was cooperative and the event was a success. This was the last December commencement ceremony to be held at the University since the senate voted to discontinue the ceremony due to budget constraints and the fact that separate school and college ceremonies could now handle the numbers of students attending commencement ceremonies.

The sense of organization and dignity with which the all of the various ceremonies were carried out could not have been accomplished without the assistance of another dedicated group of individuals – the marshals. These are drawn from across the campuses and help to line up the students, march them to Gampel or Jorgensen, seat them and control the lines for presentation. In addition they have the responsibility of organizing the faculty lines and leading the processions. They dutifully practice in the days before the ceremonies and wear the awesome befeater hats.

It would be neglectful of me not to mention the significant musical contributions of David Mills, Jeff Renshaw, and the University Wind Ensemble. They provide the fanfares along Fairfield Road (where the students assemble in May) and in Gampel Pavilion together with accompanying music for the processions, the National Anthem, and the degree presentations. Also, we are grateful for the vocal contributions from the Music Department students in singing our National Anthem.

For the Undergraduate ceremonies, we engage the waiting families by presenting live video from a camera outside the pavilion on the large screen displays in Gampel. Concurrently, we have been fortunate in having the services of Mark Roy who provides the audience with the history and background behind our Commencement ceremonies. In addition we have a pictorial history of the University that is displayed on the screens before ceremonies. So, as well as those listed in the first few paragraphs, I also tip my hat to the staff of Institute for Teaching & Learning who make these video presentations possible.

The Graduate School ceremony is a collaboration between the commencement committee and Suman Singha, Jim Henkel, Tom Peters, and faculty volunteers. This event has grown and for the third year we will have photographers available during the morning of

the ceremony, May 9, to take pictures of the Doctoral candidates being hooded by their advisors. This year the photography will take place in the Graduate office reception area.

With separate undergraduate ceremonies taking place in three different venues, I must thank Gary Yakstis and his staff at the Jorgensen Center for the Performing Arts, Helen Mesi and her staff at the Rome ballroom for making the ceremonies in their venues unique experiences for the graduands and their families. And, again, I thank Evan Feinglass who works with the Gampel Events Staff to try to manage the flow and seating of the families and friends of our graduands and preventing them from surging down the bleachers to take photographs.

This past year and for 2009, students who work at the Lodewick Visitors Center serve as concierge's, helping to direct people to the right venue, so special thanks goes to Margaret Malmborg, director of the center for providing the students.

The Commencement committee is a delight to work with. They are one of the most good-natured groups of collaborators that I have ever encountered, and who delight in reminding me of all the goofs and mistakes that happen behind the scenes.

Last, but not least, I must personally thank Ms. Jennifer Morenus, who over the past few years put in a lot of time and effort on behalf of commencement. Since October 2008, Lauren Douglas has taken over responsibility for the majority of the administrative tasks required to run these events. I also want to thank Florette Juriga, who assists Lauren during the last couple of months prior to commencement by answering phone calls, voice mails, general email inquiries and students looking for commencement office in addition to other administrative duties required to make commencement a successful event. Without their efforts, I doubt that we would be as organized and successful as we are.

A special thanks and a sad good-bye goes out to Denise Champagne who has translated our floor set up diagrams for Gampel and made them a reality, by working with her crew to set up the flowers, podiums, chairs, tables, and diploma covers. She also made sure the School and College banners were properly cared for and ready for practices and at the different venues, even if she had to carry them there herself! She followed in the footsteps of her predecessor, Mike Bourey, and has set the standard high. We will miss her.

It is impossible to easily estimate the total time and effort that is required to make the ceremonies successful. However, it has all paid off as I have had many letters and comments of congratulations and our ceremonies are regarded by many as being one of the best-organized university Commencements. We should be proud of this group of dedicated UConn employees.

Our plans for Commencement 2009 have been underway for many months and this will be the second year that Schools and Colleges will be conducting their own undergraduate ceremonies. This year CLAS will have two ceremonies, as the size of the graduating class continues to increase. There will be thirteen events over two days as follows:



**Saturday, May 9, 2009:**

<i>Saturday</i>	<b>9 am</b>	<b>9:30am</b>	<b>1 pm</b>	<b>4pm</b>	<b>5 pm</b>	<b>6 pm</b>
<b>Gampel</b>			Graduate School			CANR
<b>Jorgensen</b>		SSW Recog. Cerem.			Fine Arts	
<b>Rome Ballroom</b>	PharmD			Pharmacy		

**Sunday, May 10, 2009:**

<i>Sunday</i>	<b>9 am</b>	<b>12:30 pm</b>	<b>2:30pm</b>	<b>4 pm</b>	<b>4:30pm</b>
<b>Gampel</b>	Business	CLAS I			CLAS II
<b>Jorgensen</b>	Education	Engineering		Nursing	
<b>Rome</b>			CCS		

Respectfully Submitted on behalf of the Commencement Committee by:

Michael J. Darre, Chair  
University Marshal

**Committee Members:**

Elizabeth Anderson, Keith Barker, Ronald Blicher, James Bourbeau, Preston Britner, Denise Champagne, Janice Clark, Regina Cusson, Gordon Daigle, Thomas DeFranco, Ann Denny, Daniel Doerr, Lauren Douglas, Barbara Drouin, Cameron Faustman, Evan Feinglass, Janet Freniere, Eva Gorbants, Kevin Gray, Douglas Hamilton, James Henkel, Lisa Kempter, Linda Klein, Donna Korbel, Susan Locke, John McNulty, David Mills, Tina Modzelewski, Thomas Peters, Valerie Pichette, Willena Price, Shirley Rakos, Sally Reis, Stephen Rhodes, Wendi Richardson, Mark Roy, Kathleen Shipton, Joseph Tinnel, Richard Veilleux, Jeffrey con Munkwitz-Smith, Kathleen Wells, Dana Wilder, Marcelle Wood, Cara Workman and Gary Yakstis.

Provost's Library Advisory Committee  
Annual Report to the University Senate  
May 4, 2009

The Committee met four times in academic year 2008/2009:

- October 23, 2008
- November 13, 2008
- February 19, 2009
- April 28, 2009

The Committee's principal activities during this academic year were:

- A meeting with the Provost where the State's financial situation was discussed and, despite current economic conditions, the University is not retreating from the Academic Plan. The Provost talked about UConn as a "special place" and its Libraries as an overarching university resource. He reiterated that it's important to maintain support for the University's collections – UConn has a firmly established ARL library. He noted that increasingly, we have seriously engaged students and this suggests a larger role for libraries as our academic reputation is enhanced.
- A review of the Libraries' updated strategic plan that was drafted in response to a request from the Provost to each academic unit to update their strategic plan in light of the University's new Academic Plan. Committee members made a number of useful suggestions that were incorporated in the plan including the need for international students and faculty to receive special tutoring in how U.S. academic libraries are structured. After the Committee's Review, the plan was shared with library staff for comment and a final draft was forwarded to the Provost on January 15<sup>th</sup>.
- An overview of the general strategies for the 3%, 5%, and 10% budget reduction scenarios that were submitted by the Libraries to the Provost. The Libraries had a \$440,000 FY 2009 base budget reduction in July, 2008 and were notified in April of at least a 3%, or \$350,000 reduction, to take effect in FY2010. Committee members were in favor of petitioning the Provost to exempt the University's collections budget from budget cuts and the Chair wrote a letter on the Committee's behalf that the Provost acknowledged.
- The Committee discussed the Libraries' strategic priority goals for academic year 2010 including
  - An assessment of the learning commons area's effectiveness in supporting student learning;
  - Completing the transition to an embedded model for teaching freshman English information literacy classes;
  - Implementing WorldCatLocal as our primary automated resource sharing software application with the Boston Library Consortium;

- Conducting a comparative analysis of the research and information seeking practices of faculty in focused areas of excellence in UConn's academic plan; and
- Increasing marketing of diversity related collections and resources.
- The Libraries underwent a major reorganization in the Spring of 2009 that aligned the Libraries' organizational structure and with UConn's academic plan and reduced the seven existing functional areas to five program areas:
  - Library Academic Research Services
  - Undergraduate Education and Access Services
  - Dodd Research Center
  - Regional Campus Libraries
  - Central Services

Respectfully submitted,

Richard Langlois, Chair, Provost's Library Advisory Committee  
Brinley Franklin, Vice Provost for University Libraries

**Faculty Standards Committee**  
**Recommended Resolutions Concerning Potential Bias in Students Evaluation of Teaching**  
**University Senate Meeting – May 4, 2009**

The issue of gender and racial bias in the student evaluation of teaching was raised by the Sociology Department based on the fact that “the standard deviations for women and faculty of color are substantially larger than for white and male instructors.” After extensive consultations, literature review and deliberations, the Faculty Standards Committee proposes the following actions.

The University Senate acknowledges that there is the potential of bias in student evaluation of teaching at UConn, in terms of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, and sexual orientation.

It therefore resolves to

- 1) Establish a subcommittee of the Faculty Standards Committee devoted to teaching.
- 2) Ask the new subcommittee to conduct a review to ensure that the Senate’s intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered

The Senate recommends that the Administration takes the following actions:

- 1) Provide university instructors and administrators with a clear and unambiguous statement as to whether or not instructors are required to have the Senate Student Evaluation of Teaching instrument administered to their classes each semester.
- 2) Accept responsibility for addressing any potential student bias in evaluations, especially because tenure, promotion and reappointment applications require them.
- 3) Have OIR add the median of the medians of all items on the evaluation reports. The FSC will explore the possibility of having OIR provide upon request by a faculty member, the medians of his/her courses taught over the last three years
- 4) Ensure that as long as the current Student Evaluation of Teaching system is used, appropriate steps are taken to prevent organized bias, including not allowing such evaluations to be conducted over the internet (except for online courses where in-class evaluations are not possible) and ensuring that evaluation monitors are provided for faculty who request them.
- 5) Require faculty to use monitors who are not students in the class to administer the teaching evaluations.
- 6) Add other teaching evaluations such as teaching portfolios, peer evaluations, expert (Institute of Teaching and Learning) evaluations.
- 7) Include these other evaluations in the PTR form.

**Senator Tuchman's Alternate  
Recommended Resolutions Concerning Potential Bias in Student Evaluations of Teaching**

The issue of gender and racial bias in the student evaluation of teaching is based on the tendency for “the standard deviations for women and faculty of color [to be] substantially larger than for white and male instructors”. After extensive consultations, literature review and deliberations, the Faculty Standards Committee proposes the following actions.

The University Senate acknowledges that there is the potential of bias in student evaluation of teaching at UConn, in terms of color, ethnicity, religion age, gender, marital status, national origin, ancestry, and sexual orientation.

It therefore resolves to

- 1) Establish a subcommittee of the Faculty Standards Committee to consider the several alternatives that might be used to evaluate faculty members' teaching.
- 2) Ask the new subcommittee to conduct a review to ensure that the Senate's current and future intentions regarding the use of any Student Evaluation of Teaching methods are being properly represented and administered
- 3) Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.

The Senate recommends that the Administration takes the following actions:

- 1) Provide university instructors and administrators with a clear and unambiguous statement as to whether instructors are required to have the Senate Student Evaluation of Teaching instrument administered to their classes each semester.
- 2) Accept responsibility for addressing any potential student bias in evaluations, especially because tenure, promotion and reappointment applications currently require them.
- 3) Have OIR add the median of the medians of all items on the evaluation reports. The FSC will explore the possibility of having OIR provide upon request by a faculty member, the medians of his/her courses taught over the last three years
- 4) Ensure that as long as the current Student Evaluation of Teaching system is used, appropriate steps are taken to prevent organized bias, including not allowing such evaluations to be conducted over the internet (except for online courses where in-class evaluations are not possible) and ensuring that evaluation monitors are provided for faculty who request them.
- 5) Require faculty who choose monitors not to appoint students in the class to administer the teaching evaluations.

**UNIVERSITY OF CONNECTICUT  
Senate Scholastic Standards Committee  
Report to the University Senate  
May 4, 2009**

**1. Proposal to Amend the By-laws as Presented at the April 6, 2009 Senate Meeting:**

Background

The winter commencement has been terminated due to financial and weather uncertainty reasons. This change necessitates corresponding changes in the Rules and Regulations of the University Senate.

Current Wording

**BY-LAWS, RULES, AND REGULATIONS OF THE UNIVERSITY SENATE  
II. RULES AND REGULATIONS**

C. Minimum Requirements for Undergraduate Degrees

3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May and December, and on August 24 following the summer sessions. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has two Commencement Days each year, in May, following the spring semester, and in December, following the fall semester. Students who are candidates for May or the following August may participate in the May Commencement. Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement.

Motion

**To amend the By-Laws, Rules and Regulations of the University Senate Section II.C.3 as follows:** (Deleted items in ~~striketrough~~; new language underlined).

3. Conferral of Degrees

Degrees will be conferred three times annually: on Commencement Day in May ~~and December, and~~ on August 24 following the summer sessions, and on the Sunday following the end of final examinations in December. Students who do not complete work for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The University has ~~two one~~ one Commencement Days each year, in May, following the spring semester, ~~and in December, following the fall semester.~~ Students who are candidates for May or the following August may participate in the May Commencement. ~~Students who are candidates for December and those who will complete their requirements in the following January may participate in the December Commencement.~~ Students who received degrees at the end of the previous summer or fall semester and students who anticipate completing degree requirements by the May Commencement or the following August may participate.

**University Senate Curricula and Courses Committee  
Report to the Senate  
May 4, 2009**

**I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:**

**A. MEM 2221 Principles of Engineering Management**

3 credits; asynchronous (online) course; open to sophomores, juniors, and seniors. The fundamentals of engineering management tasks of planning and control; the human element in production, research, and service organizations; the stochastic nature of management systems.

**II. The curricula and Courses Committee recommends approval to ADD the following to the General Education Content Area 4, Diversity and Multiculturalism -NON International**

**A . SOCI 2XXX. Sociology of Intolerance and Injustice**

Either semester. Three credits. Prerequisite: ENGL 1010, 1011 or 3800; open to sophomores and higher.

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.

**III. The curricula and Courses Committee recommends approval of the following W courses as General Education Writing Competency courses:**

**A. SOCI 2XXXW. Sociology of Intolerance and Injustice**

Either semester. Three credits. Prerequisite: ENGL 1010, 1011 or 3800; open to sophomores and higher.

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.

**B. ECE 4099W. Independent Study in Electrical and Computer Engineering**

Semester by arrangement. Credits by arrangement, not to exceed four in any semester. Prerequisite: Consent of instructor; ENGL 1010, 1011, or 3800.

**C. WS 3XXX/W Gender Representation in US Popular Culture.**

Either Semester. Three Credits. Prerequisite: ENGL 1010, 1011 or 3800. Forces in the US that shape and reshape gender in popular culture.

**IV. For the information of the Senate, GEOC has approved the following course for Intensive Session teaching:**

A. CA3 Non-Lab

1. NRE 1000 Environmental Science

Respectfully Submitted by the Senate Curricula and Courses Committee.

Michael J. Darre, Chair, Keith Barker, Marianne Buck, Janice Clark, Dipti Dedhia, Andrew DePalma, Dean Hanink, Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Morty Ortega, Dante Paolino, Eric Schultz

5-4-09



**University Senate Nominating Committee**  
**2009-2010 Standing Committee Membership**  
**May 4, 2009**

<b>University Budget</b>	<b>Curricula &amp; Courses</b>	<b>Diversity</b>
<b>*Kent Holsinger, Chair</b>	<b>*Eric Schultz, Chair</b>	<b>*Cora Lynn Deibler, Chair</b>
*Bansal, Rajeev	*Accorsi, Michael	*D'Alleva, Anne
*Bontly, Thomas	*Bouchard, Norma	*Desai, Manisha
Boster, James	Buck, Marianne	*Hiskes, Anne
Brightly, Angela	Clark, Janice	Love, Cathleen
Clokey, David	*Darre, Michael	Machida, Margo
Hart, Ian	DePalma, Andrew	Martinez, Maria
*Holzworth, Jim	Hanink, Dean	Masinda, Shari
*Kendall, Debra	Labadorf, Kathleen	Neal, Sally
Lamb, Margaret	Lyons, Susan	Omara-Otunnu, Elizabeth
Mannheim, Phillip	O'Donoghue, Maria	*Ortega, Isaac
*Martin, Jeanne	*Pratto, Felicia	Pérez-Franco, Mayté
*McCoy, Patricia		Price, Willena
*Moiseff, Andrew		Ross, Catherine
Naranjo, Tessie		Schipani, Pamela
Rios, Diana		Stephens, Robert
Stolzenberg, Daniel		Zinn, Steven

<b>Enrollment</b>	<b>Faculty Standards</b>	<b>Growth &amp; Development</b>
<b>*Robert Hoskin, Chair</b>	<b>*Kathleen Segerson, Chair</b>	<b>*Jeffrey Ogbar, Chair</b>
Austin, Seanice	*Anderson, Amy	*Beck, Cheryl
*Bushmich, Sandra	*Anderson, Gregory	Borden, Tracie
*Croteau, Maureen	*Armstrong, Lawrence	Burl, Denielle
Gorbants, Eva	Engler, Art	*Cantino, Marie
Howser, Michael	*Frank, Harry	*Fox, Karla
Lin, Senjie	Garey, Anita	*O'Neill, Rachel
*Pane, Lisa	*Holgerson, Kathleen	*Stwalley, William
*Strausbaugh, Linda	*Jordan, Eric	*Thorpe, Judith
*Thorson, Robert	*Kazerounian, Kazem	Wawzyniecki, Stefan
Ulloa, Susana	*Lowe, Charles	
Yakimowski, Mary	*Majumdar, Suman	
	Punj, Girish	
	*Siegler, Del	
	Tuchman, Gaye	
	Williams, Cheryl	
	*Zirakzadeh, Ernesto	

<b>Scholastic Standards</b>
<b>*Thomas Recchio, Chair</b>
*Brown, Scott
*Bucklin, Ann
*Clausen, John
*DeFranco, Francine
Gianutsos, Gerald
*Gogarten, Peter
Gramling, Lawrence
*Hamilton, Doug
Higgins, Katrina
*Roe, Shirley
Rong, Yuhang
*von Munkwitz-Smith, Jeffrey
*Wagner, David
Weiner, Robert

<b>Student Welfare</b>
<b>*Kim Chambers, Chair</b>
Bresciano, Karen
Britner, Preston
Cowan, Susanna
DeRicco, Beth
Heller, Nina
*Korbel, Donna
*Kurland, Michael
*Letendre, Joan
Morris, Corina
*Ratcliff, Kathryn
*Trumbo, Stephen

**Nominating Committee Report**  
to the University Senate  
May 4, 2009

1. We move to appoint the following members to the General Education Oversight Committee effective immediately with a term ending June 30, 2011.

Rosa Helena Chinchilla  
Anke Finger  
Jane Goldman  
Doug Kaufman  
Xae Alicia Reyes  
Murphy Sewall  
Sarah Winter

2. We move to appoint Niloy Dutta to the General Education Oversight Committee effective immediately with a term ending June 30, 2010.